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**Linda McCulloch  
Superintendent**

May 29, 2002

Larry Wexler  
Deputy Director  
Monitoring and State Improvement Planning Division  
Office of Special Education Programs  
U.S. Department of Education  
Mary E. Switzer Building  
330 C Street SW, Room 3630  
Washington, DC 20202-2640

Dear Mr. Wexler:

Enclosed are an original and two copies of Montana's Biennial Performance Report in accord with the OSEP Memorandum 02-02.

If you have questions regarding the enclosed, please call me at (406) 444-4428.

Thank you for all that you do on behalf of children with disabilities.

Sincerely,

Marilyn Pearson  
Assistant Director of Special Education

Enclosure

cc: Ken Kienas

## Biennial Performance Report Performance Goals and Indicators

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

<b>Goal 1:</b> Students with disabilities will demonstrate measurable, continuous progress in development of academic skills targeted by the Montana Performance Standards System for all students.	
<b>Goal 1/Indicator A:</b> Increase in student performance as measured by the state's large-scale assessment system.	<b>Performance Targets/Benchmarks for Goal 1/Indicator A:</b>  <b>Target:</b> For students with disabilities, performance in each subject area will increase.  <b>Benchmark(s):</b> Benchmarks will be established in collaboration with ESEA staff following discussions of the No Child Left Behind (NCLB) requirements.  Complete technical studies and manual for the Alternate Assessment Scales will be completed by August 31, 2004, in accord with Montana's compliance agreement under Title I of the ESEA.
<b>Performance Data for Goal 1/Indicator A: 2000-2001</b> In school year 2000-2001, Montana school districts, for the first time, administered the same test, The Iowa Tests, to all students in grades four, eight, and eleven. In addition, for those students with disabilities who were unable to participate in The Iowa Tests, even with accommodations, an Alternate Assessment Scale (AAS) was completed. Following are the performance data for students with disabilities.  <b><u>Summary of performance on The Iowa Tests for students with disabilities:</u></b>  In reading, 35.4% of grade 4, 25.8% of grade 8, and 24.9% of grade 11 students scored at proficient or advanced levels. In math, 36.1% of grade 4, 20.3% of grade 8, and 23.1% of grade 11 students scored at proficient or advanced levels. In language arts, 32.9% of grade 4, 15.4% of grade 8, and 22.1% of grade 11 students scored at proficient or advanced levels. In science, 60.6% of grade 4, 39.5% of grade 8, and 41.2% of grade 11 students scored at proficient or advanced levels. In social studies, 48.5% of grade 4, 31.7% of grade 8, and 33.5% of grade 11 students scored at proficient or advanced levels.  <b><u>Summary of performance on the Alternate Assessment Scale (AAS) for students with disabilities performance:</u></b>  In reading, 12.3% of grade 4, 7.3% of grade 8, and 4.7% of grade 11 students scored at proficient or advanced levels. In math, 12.3% of grade 4, 7.3% of grade 8 and 4.7% of grade 11 students scored at proficient or advanced levels. In language arts, 20.4% of grade 4, 12.2% of grade 8, and 4.7% of grade 11 students scored at proficient or advanced levels. In science, 7.9% of grade 4, and 0% of grades 8 and 11 students scored at proficient or advanced levels. In social studies, 23.9% of grade 4, 12.2% of grade 8, and 4.7% of grade 11 students scored at proficient or advanced levels.	

## Biennial Performance Report Performance Goals and Indicators

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

It is notable that over 22 percent of all students with disabilities who participated in the statewide assessment achieved at a proficient or advanced level across all subject areas in the three grades tested.

Data tables, Table IB, General Assessment, and Table IC, Alternate Assessment, reporting the results for all students with disabilities in grades four, eight, and eleven, the number of students tested at each of the three grades, and for each subject area for both The Iowa Tests and the Alternate Assessment are included with this report.

### **Explanation/Discussion for Goal 1/Indicator A Performance Data:**

In accord with *10.56.101 Student Assessment*, state-level assessments are administered to all students in grades four, eight, and eleven in reading, communication arts, mathematics, science, and social studies. Montana does not have a policy that permits “exempting” any students from the statewide or districtwide assessments. The IEP team determines how a student with disabilities will participate in the statewide assessment system (MontCAS) and what accommodations, if any, must be provided. The statewide assessment system includes The Iowa Tests and the Alternate Assessment Scale (AAS). The AAS is intended for students who are not able to respond to The Iowa Tests even when accommodations are provided. A student can participate in the statewide assessment by taking all or part of The Iowa Tests. Students must have the AAS completed for any portion of The Iowa Tests in which they do not participate. The AAS has been established to assess the student’s performance in all of the content areas addressed by The Iowa Tests and is consistent with state performance indicators.

Montana has defined performance levels for the AAS. However, the AAS has not, at this time, met the “technical adequacy” requirement under ESEA.

A relatively small number of students with disabilities completed the AAS. In some cases, a student may have participated in the large-scale assessment by completing some portions of The Iowa Tests and some portions of the AAS. In other cases, the AAS was completed in its entirety for the student. It is not surprising that the overall performance level of the students participating through the AAS is lower than the overall performance levels of those students participating in The Iowa Tests. In most cases, students who take the AAS are those students with the most severe disabilities, who cannot participate in The Iowa Tests, even with accommodations, because of the severity of their disabilities.

Student response sheets are coded to identify those students who are receiving special education and related services.

### **Improvement Planning Strategies:**

1. Personnel training activities, funded through the State Improvement Grant (SIG), are intended to improve the overall achievement of students with disabilities. The *We Teach All* project gives educators opportunities to develop multiple methods for aligning local curricula and instructional strategies to state standards, including methods for applying standards appropriately for students with disabilities. The *We Teach All* project supports schools in the collection and use of evaluation data for school improvement planning.
2. Collaboration with ESEA: The Montana Division of Special Education will be working closely with ESEA staff to review annual yearly progress of students with disabilities on assessments and to assist school districts in implementing strategies for improving student achievement.

**Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. \*Not Applicable**

*\*Montana has not currently adopted “state goals” for all students.*

**Biennial Performance Report**  
**Table 1A: Participation in/Performance of Students Receiving Special Education Services**  
**Overarching Questions**

**SY: 2000-2001**

**State: Montana**

Assessment Questions	Totals
<b>1. At the grade or age levels tested, as shown on Table 1B, how many students with disabilities participated in the <u>general</u> assessment for the school year reported?</b> <i>(Unduplicated Count)</i>	Reading      3016 Math          2990 Language Arts   3007 Science       3005 Social Studies   3019
<b>2. At the grade or age levels tested, as shown on Table 1C, how many students participated in the <u>alternate</u> assessment for the school year reported?</b> <i>(Unduplicated Count)</i>	Reading      219 Math          219 Language Arts   213 Science       219 Social Studies   214
<b>3. At the grade or age levels tested, as shown on Tables 1B and 1C, how many students were provided accommodations or modifications in either assessment measure?</b> <i>(Unduplicated Count)</i>	This data is not collected
<b>4. Do the totals shown for questions 1 and 2 include all students who were provided accommodations or modifications in the assessment? If yes, enter a zero in the cell to the right. If no, provide the number of students who were provided accommodations or modifications in the assessments and were <u>not</u> included in Table 1B or Table 1C. <i>(Unduplicated Count)</i></b>	0
<b>5. At the grade or age levels tested, as shown on Tables 1B and 1C, did <u>ALL</u> students with disabilities participate in at least one assessment measure? If yes, enter a zero in the cell to the right. If no, enter, in the cell to the right, the total number of students who did not participate.</b>  <b>If a total is entered in the cell to the right, what is the State's plan for including the participation of these students in future assessments?</b>  <b>Response</b> (If applicable):  Montana allows students to participate in whole or part on the general assessment. If a student's IEP team determines that a student is unable to participate in a subtest(s) of the general assessment, the student must have the AAS completed for that portion of the assessment to ensure the student is assessed in all subject areas. Therefore, the number of students participating for each subject area for the general assessment and the AAS varies.	0

**Biennial Performance Report**  
**Table 1B: Performance of Students Receiving Special Education Services**  
 Assessment: ITBS Form A Date Tested: March 2001  
 SY: 2000-2001 State: Montana

Grade	Subject Area	Tested	Count by Proficiency Level				Percent Scoring Proficient or Better
			Novice	Nearing	Proficient	Advanced	
4	READING	1078	433	263	350	32	35.4%
8	READING	1196	624	263	287	22	25.8%
11	READING	742	358	199	174	11	24.9%
4	MATH	1077	452	236	370	19	36.1%
8	MATH	1180	697	244	224	15	20.3%
11	MATH	733	381	183	163	6	23.1%
4	LANGUAGE ARTS	1077	422	301	335	19	32.9%
8	LANGUAGE ARTS	1187	721	283	178	5	15.4%
11	LANGUAGE ARTS	743	333	246	161	3	22.1%
4	SCIENCE	1087	208	220	569	90	60.6%
8	SCIENCE	1190	436	284	437	33	39.5%
11	SCIENCE	729	278	151	284	16	41.2%
4	SOCIAL STUDIES	1088	300	260	463	65	48.5%
8	SOCIAL STUDIES	1194	496	320	344	34	31.7%
11	SOCIAL STUDIES	737	268	222	232	15	33.5%

# Biennial Performance Report

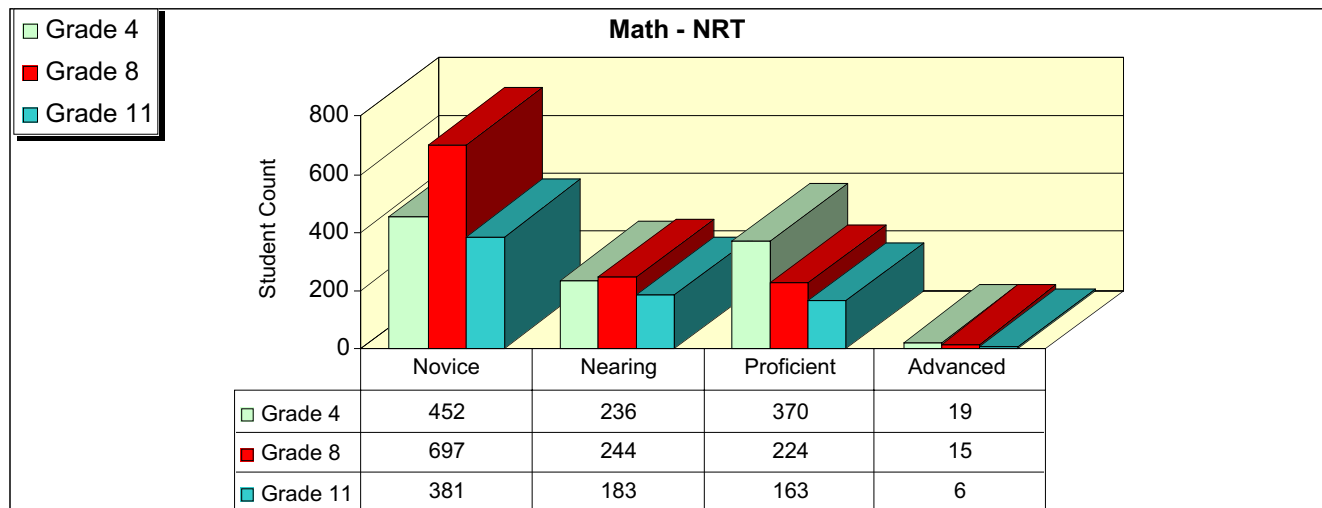
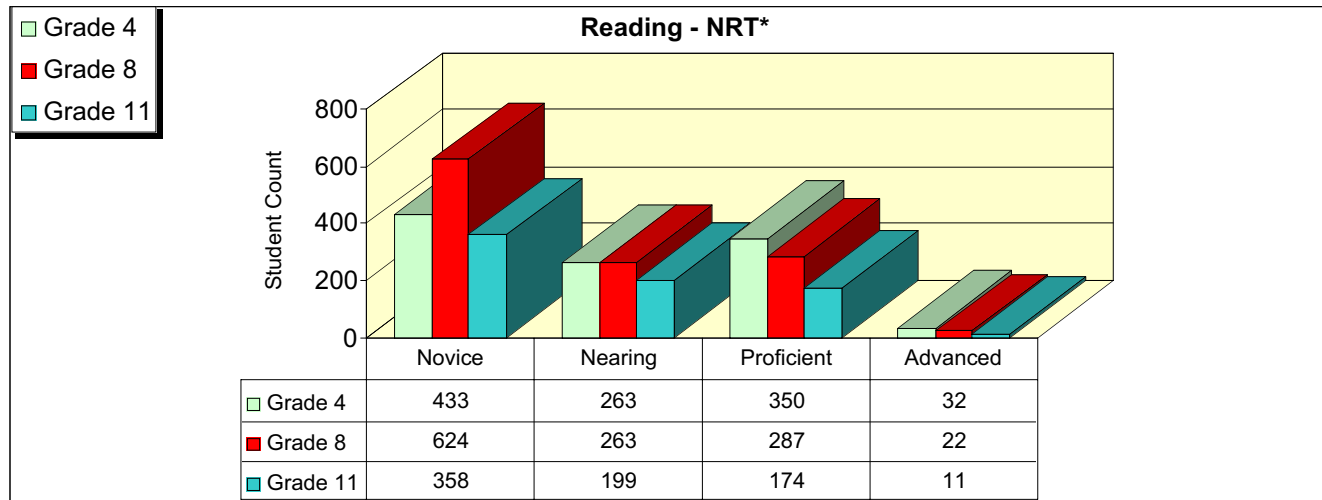
## Table 1B: Performance of Students Receiving Special Education Services

Assessment: ITBS Form A

Date Tested: March 2001

SY: 2000-2001

State: Montana



\*NRT – Norm-Referenced Test

# Biennial Performance Report

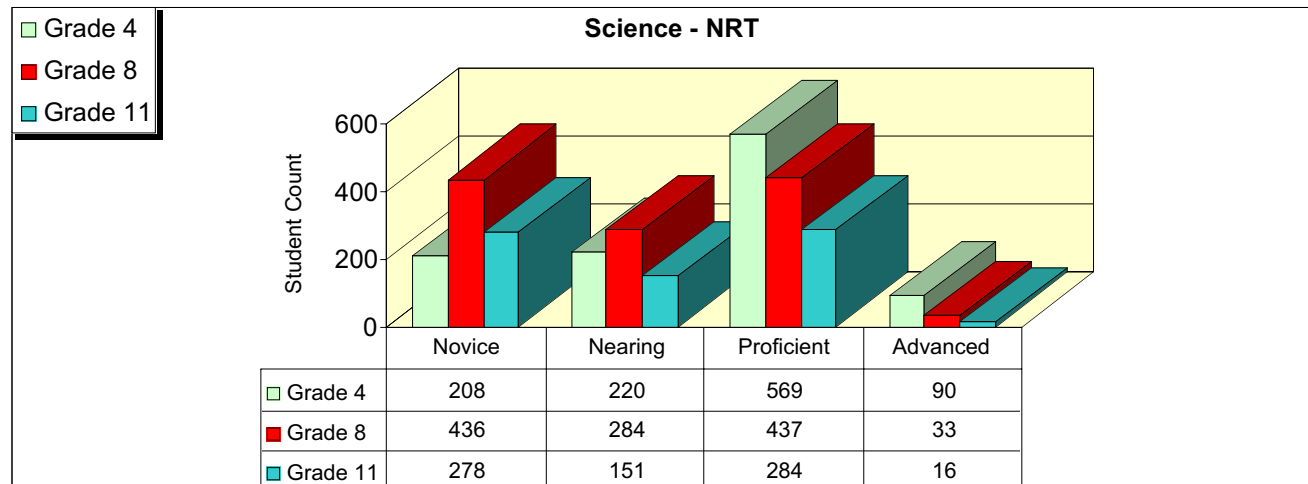
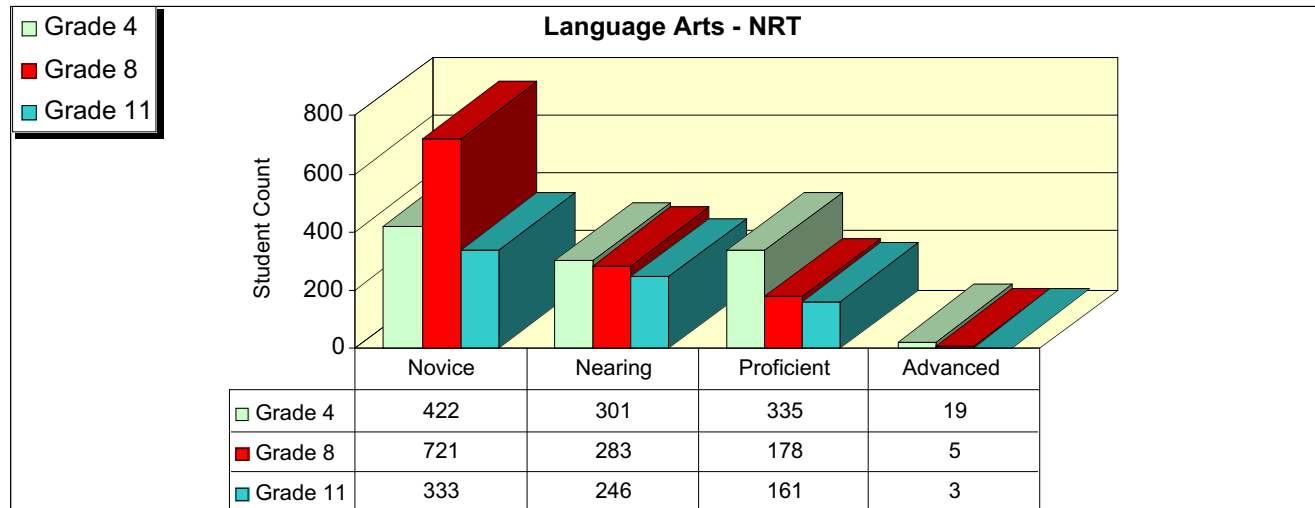
## Table 1B: Performance of Students Receiving Special Education Services

Assessment: ITBS Form A

Date Tested: March 2001

SY: 2000-2001

State: Montana



**Biennial Performance Report**

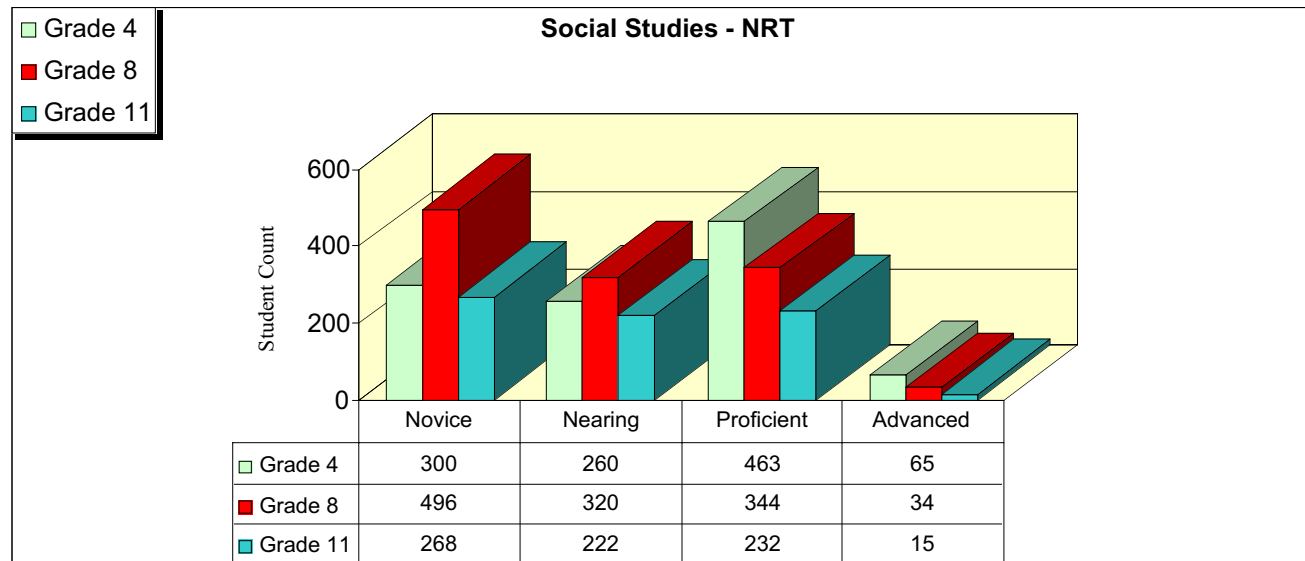
**Table 1B: Performance of Students Receiving Special Education Services**

Assessment: ITBS Form A

Date Tested: March 2001

**SY: 2000-2001**

**State: Montana**

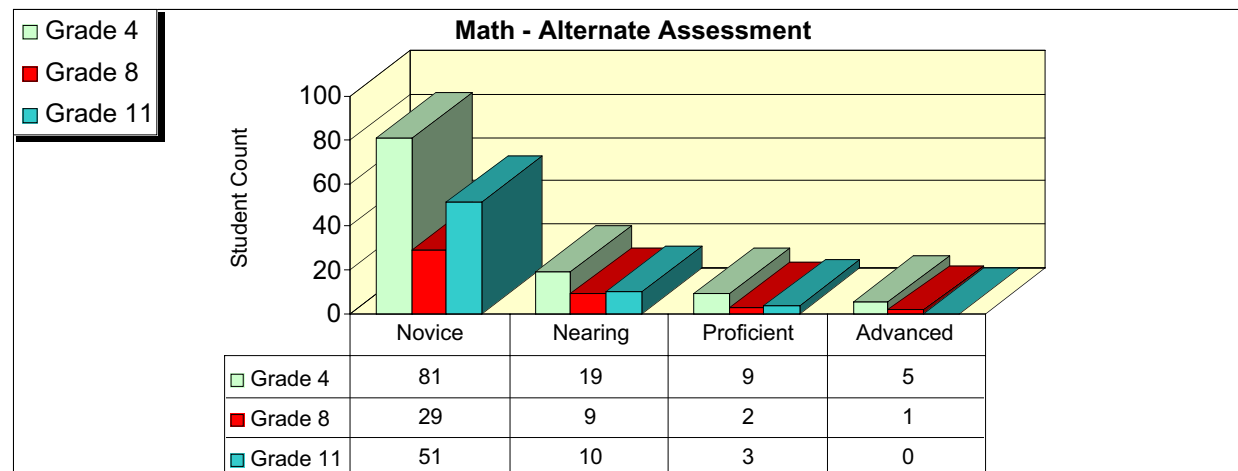
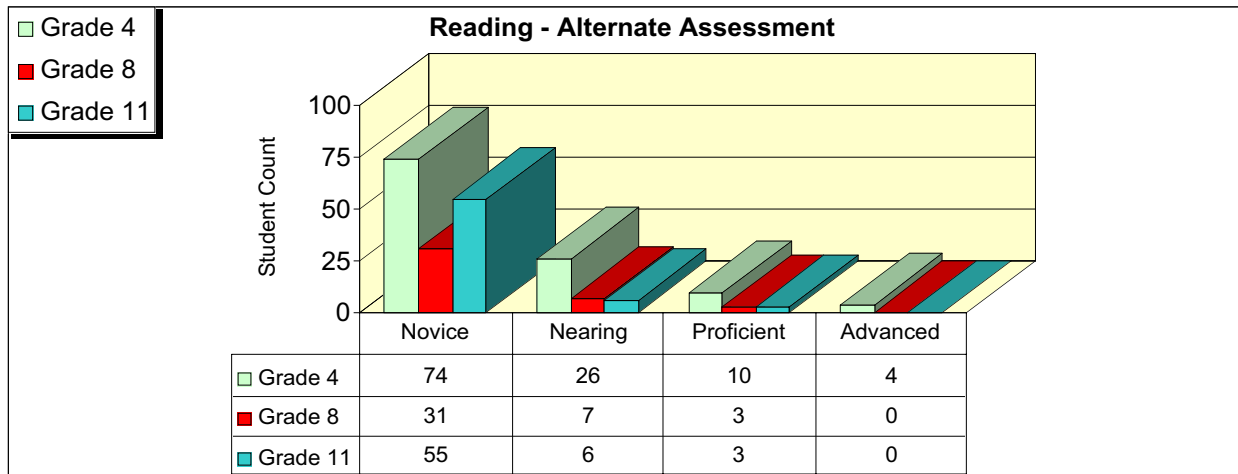




**Biennial Performance Report**  
**Table 1C: Performance of Students Receiving Special Education Services**  
 Assessment: Alternate Assessment Date Tested: March 2001  
 SY: 2000-2001 State: Montana

Grade	Subject Area	Tested	Count by Proficiency Level				Percent Scoring Proficient or Better
			Novice	Nearing	Proficient	Advanced	
4	READING	114	74	26	10	4	12.3%
8	READING	41	31	7	3	0	7.3%
11	READING	64	55	6	3	0	4.7%
4	MATH	114	81	19	9	5	12.3%
8	MATH	41	29	9	2	1	7.3%
11	MATH	64	51	10	3	0	4.7%
4	LANGUAGE ARTS	108	64	22	14	8	20.4%
8	LANGUAGE ARTS	41	23	13	2	3	12.2%
11	LANGUAGE ARTS	64	51	10	3	0	4.7%
4	SCIENCE	114	81	24	6	3	7.9%
8	SCIENCE	41	34	7	0	0	0.0%
11	SCIENCE	64	59	5	0	0	0.0%
4	SOCIAL STUDIES	109	55	28	17	9	23.9%
8	SOCIAL STUDIES	41	21	15	4	1	12.2%
11	SOCIAL STUDIES	64	45	16	2	1	4.7%

**Biennial Performance Report**  
**Table 1C: Performance of Students Receiving Special Education Services**  
 Assessment: Alternate Assessment Date Tested: March 2001  
 SY: 2000-2001 State: Montana

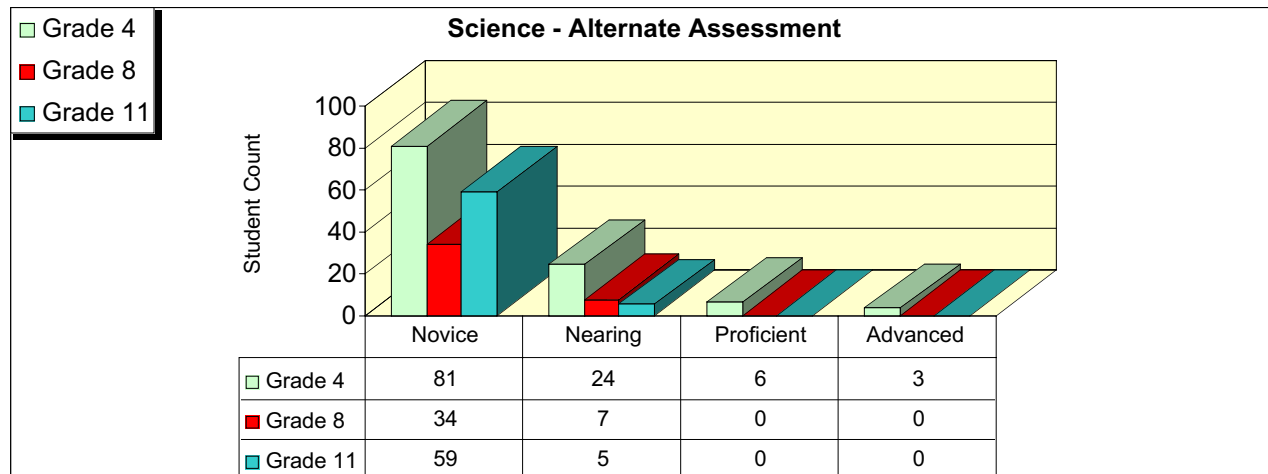
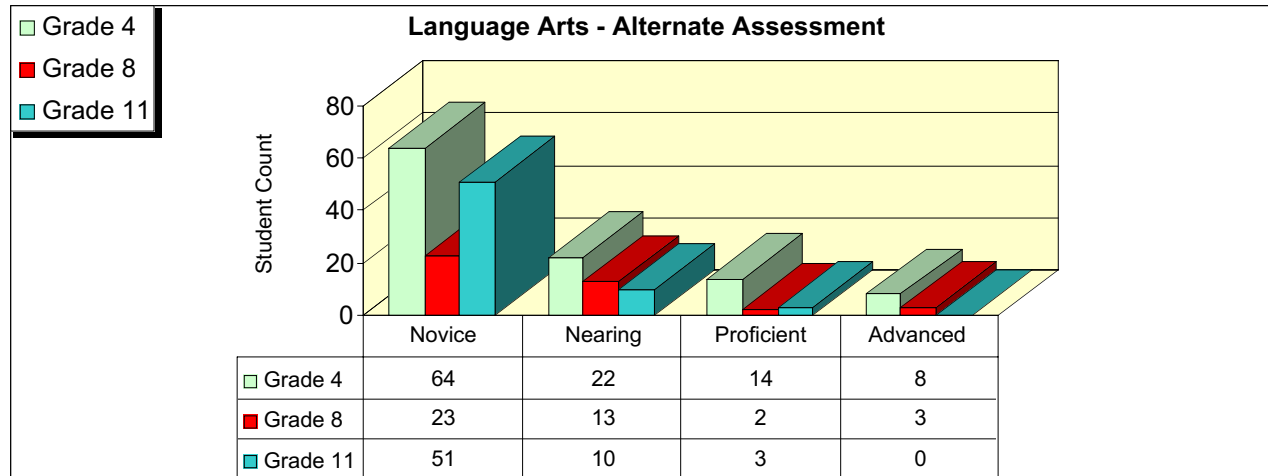


# Biennial Performance Report

**Table 1C: Performance of Students Receiving Special Education Services**

Assessment: Alternate Assessment  
SY: 2000-2001

Date Tested: March 2001  
State: Montana

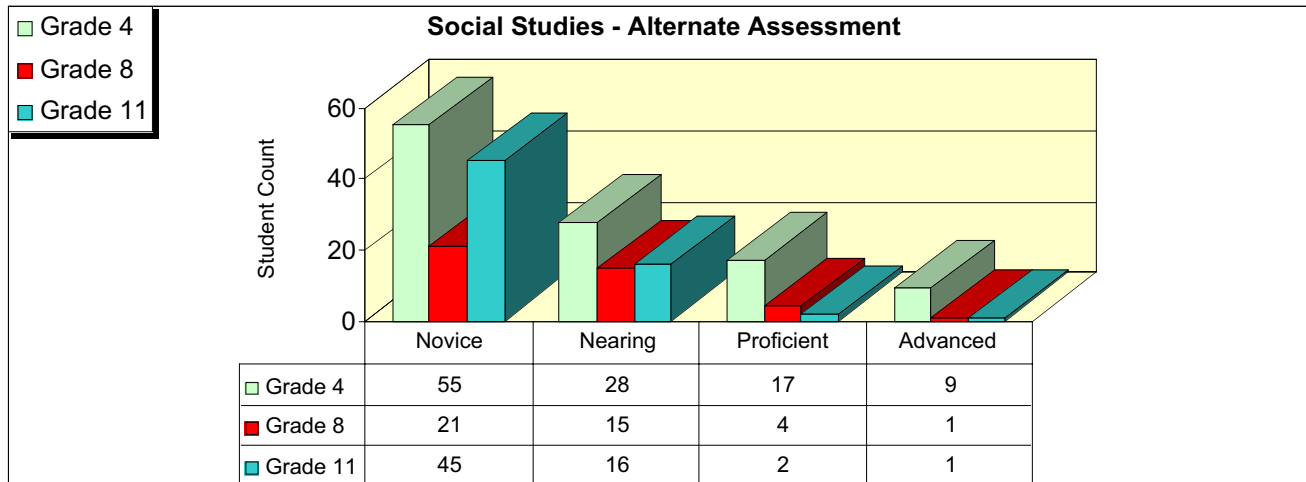


**Biennial Performance Report**

**Table 1C: Performance of Students Receiving Special Education Services**

Assessment: Alternate Assessment  
**SY: 2000-2001**

Date Tested: March 2001  
**State: Montana**



**Biennial Performance Report  
Performance Goals and Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

<b>Goal 2: Students with disabilities will demonstrate continuous, successful participation in school.</b>	
<p><b>Goal 2/Indicator A:</b> Increased graduation rates</p>	<p><b>Performance Targets/Benchmarks for Goal 2/Indicator A:</b></p> <p><b>Target:</b> The rate of graduation for students with disabilities will be consistent with those for all students.</p> <p><b>Benchmark:</b> Reduce the differential between the graduation rates of all students and students with disabilities by 2.6 percent annually as measured by a two-year rolling average.</p>
<p><b>Performance Data for Goal 2/Indicator A: 2000-2001</b> In accord with the calculation as defined below, 78.2 percent of students with disabilities graduated from high school in school year 2000-2001 compared to 95.9 percent of the general school population. Data show that there has been a steady increase in the percent of students with disabilities graduating from high school over the past four years.</p> <p>Refer to the Table 1D, Graduation Tables.</p>	

**Biennial Performance Report  
Performance Goals and Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

**Explanation/Discussion for Goal 2/Indicator A Performance Data:**

Montana does not implement high-stakes testing or require an exit exam for students graduating from high school. All Montana students, including students with disabilities, receive a high school diploma upon successful completion of a prescribed secondary school program of studies as outlined in the Administrative Rules of Montana. Rule 10.55.805(4), ARM, further stipulates that a student with a disability "who has successfully completed the goals identified on an individualized education program for high school completion shall be awarded a diploma."

Improvement Strategies:

The Office of Public Instruction (OPI), through its use of IDEA Part B Set-Aside and State Improvement Grant (SIG) funds, is implementing strategies to improve the quality and effectiveness of instructional programs for students with disabilities. These strategies are felt to have a positive impact on increasing the graduation rate of students with disabilities.

1. *Transition Outcomes* project: Anecdotal evidence from this project indicates that, as a result of providing students with disabilities a coordinated set of transition activities based on student preferences and interests, students are becoming more aware of the importance of education and its linkage to positive post-school outcomes.
2. *We Teach All*: This project, funded through the SIG, is designed for general and special education educators. It reinforces the idea of involving everyone in the learning process through varied instructional strategies and types of assessments. The benefits to students are: instruction based on individual learning needs; lessons that focus on key concepts; learning that is challenging, yet appropriate to developmental levels; access to meaningful, interesting, engaging instruction; and varied materials and activities.

Continuous Improvement Monitoring Process (CIMP):

Effective 2003, LEAs are required to review graduation data for both general education and special education students as part of their Five Year Comprehensive Education Plan. If they determine that it is an area in need of improvement, they must submit their improvement strategies to the OPI.

The OPI reviews graduation data as part of its CIMP.

Factors Influencing Data:

Montana school districts report data on students with disabilities graduating with a regular high school diploma as part of a larger collection of exiting data. The collection of exiting data includes exiting categories and definitions consistent with those developed by the U.S. Department of Education, Office of Special Education Programs.

Montana's graduate data collection for students with disabilities is a separate data collection from the graduate data collection Montana conducts for the National Center for Education Statistics (NCES) Common Core of Data (CCD) reporting. This data also includes students with disabilities that have received a regular high school diploma; however, it is an aggregate count of graduates and is not reported in such a way to allow disaggregation.

**Biennial Performance Report  
Performance Goals and Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

A difference in the definition of graduation does not allow for comparable data.

**Data Collection Process**

Exiting data is collected each year for all students with disabilities, ages 14-21, that have exited or will be exiting special education in the designated 12-month reporting period. Currently, the Montana Office of Public Instruction's reporting period is July 1 through June 30. Schools are provided with a handbook and the forms necessary to report data on students with disabilities exiting special education. The instructions contained in the handbook are consistent with the instructions, exiting categories, and definitions provided to the states by the Office of Special Education Programs. Schools report data by age, gender, race/ethnicity, and disability categories.

Because Montana's graduate data collection for students with disabilities is separate from the current data collection for CCD reporting, there are some differences that contribute to problems with comparability of the data. A discussion of those differences follows.

**Age**

The NCES data collection and IDEA data collection differ in how students are grouped to define the timing of their exit.

For purposes of the IDEA data collection, school districts report students with disabilities, ages 14-21, exiting special education. The reported age is the student's age as of December 1 of the exit year.

The NCES data collection collects total graduate numbers by gender and race/ethnicity, but not age.

**School Population**

For the IDEA data collection, school districts report only students with disabilities receiving special education services through an IEP at the time of exiting. On the other hand, the NCES data collection is an aggregated report of **all** students, including those with disabilities, with no effective way of disaggregating the data.

**Calculation of Graduation Rates**

The calculation of graduation rates currently used by the Office of Special Education Programs in their Annual Report to Congress consists of two different denominators. The first is the total number of leavers (students exiting by graduating, receiving a certificate, reaching maximum age, dropped out, returned to regular education, moved – known to be continuing, moved – not known to be continuing, and died), ages 17-22. The second is total child count for students ages 17-22 for the specific school year. For our analysis, we will calculate graduation rates using data based on the number of leavers, ages 17-22.

**Biennial Performance Report  
Performance Goals and Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

**Factors that have a Significant Impact on the Data**

In summary, there are several important factors that have a significant impact on the comparison of graduation rates of students with disabilities to those of nondisabled students. They are:

- The graduate data collected and reported to NCES Common Core of Data (CCD) is an *aggregated* count of all students. At this time, it is reported in such way that it cannot be disaggregated. In addition, for the purpose of calculating the percentage of graduates to all leavers, it must be noted that a difference in the definition of dropouts does not allow for comparable data.
- Because the number of students enrolled for small schools is relatively low, small annual changes in data can cause wide variations in annual graduation rates. In the future, a more realistic indicator of graduation rates could be to calculate a high school completion rate using four years of dropout data for the particular graduating class you are comparing.
- For Montana, the “catchment area” has been defined as the school district rather than the state, allowing for the possibility that some students were reported more than once by different school districts. We have revised our policies and procedures in our data collection system to include a more comprehensive verification of possible duplicate counts.

**Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students.** Not Applicable



**Biennial Performance Report**  
**Table 1D: Graduation Rates Based on School Population**  
 Based on the 2000-2001 Special Education Exiting Data  
 Based on the 2000-2001 Enrollment (School Population) Grade 12

**SY: 2000-2001**

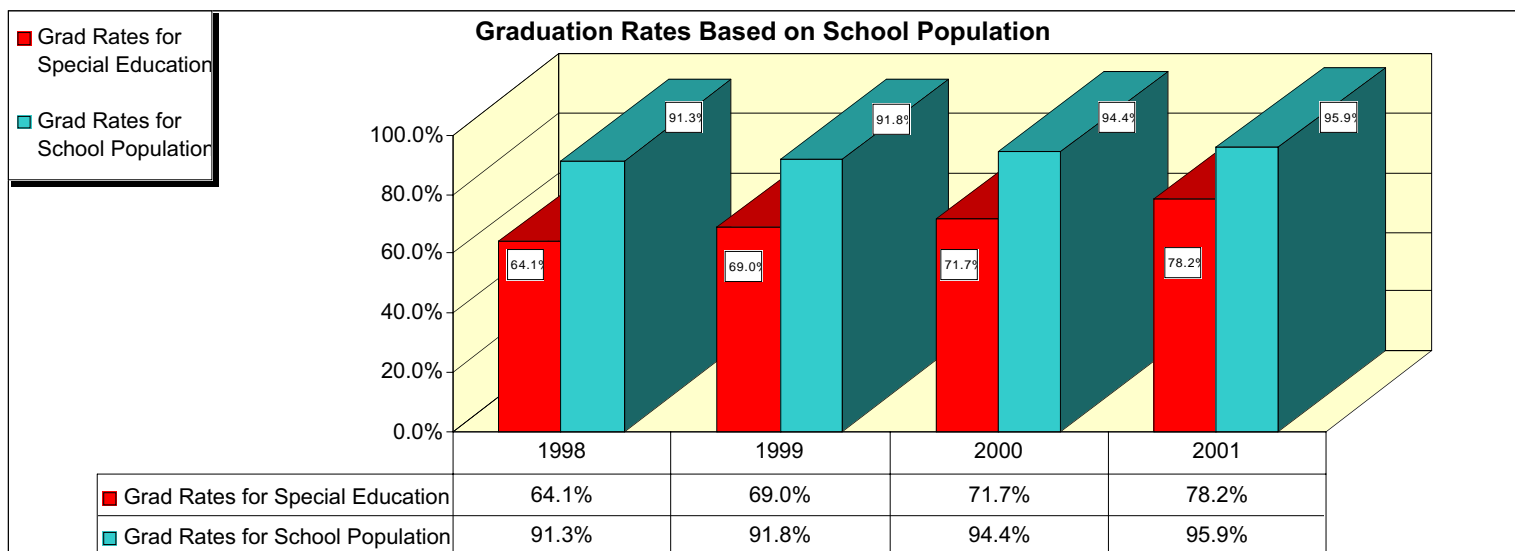
**State: Montana**

State FY	Total School Population, Grade 12 <sup>1</sup>	Number of Graduates from School Population <sup>2</sup>	Total Students with Disabilities Leaving School <sup>3</sup>	Number of Special Education Graduates <sup>4</sup>	Graduation Rates for Special Education	Graduation Rates for School Population
1998	11,301	10,322	785	503	64.1%	91.3%
1999	11,611	10,656	743	513	69.0%	91.8%
2000	11,571	10,925	714	512	71.7%	94.4%
2001	11,371	10,903	939	734	78.2%	95.9%

<sup>1</sup> Public School Enrollment taken 10/1 includes students with disabilities and cannot be disaggregated.

<sup>2</sup> Graduate data reported 10/1 includes students with disabilities and cannot be disaggregated.

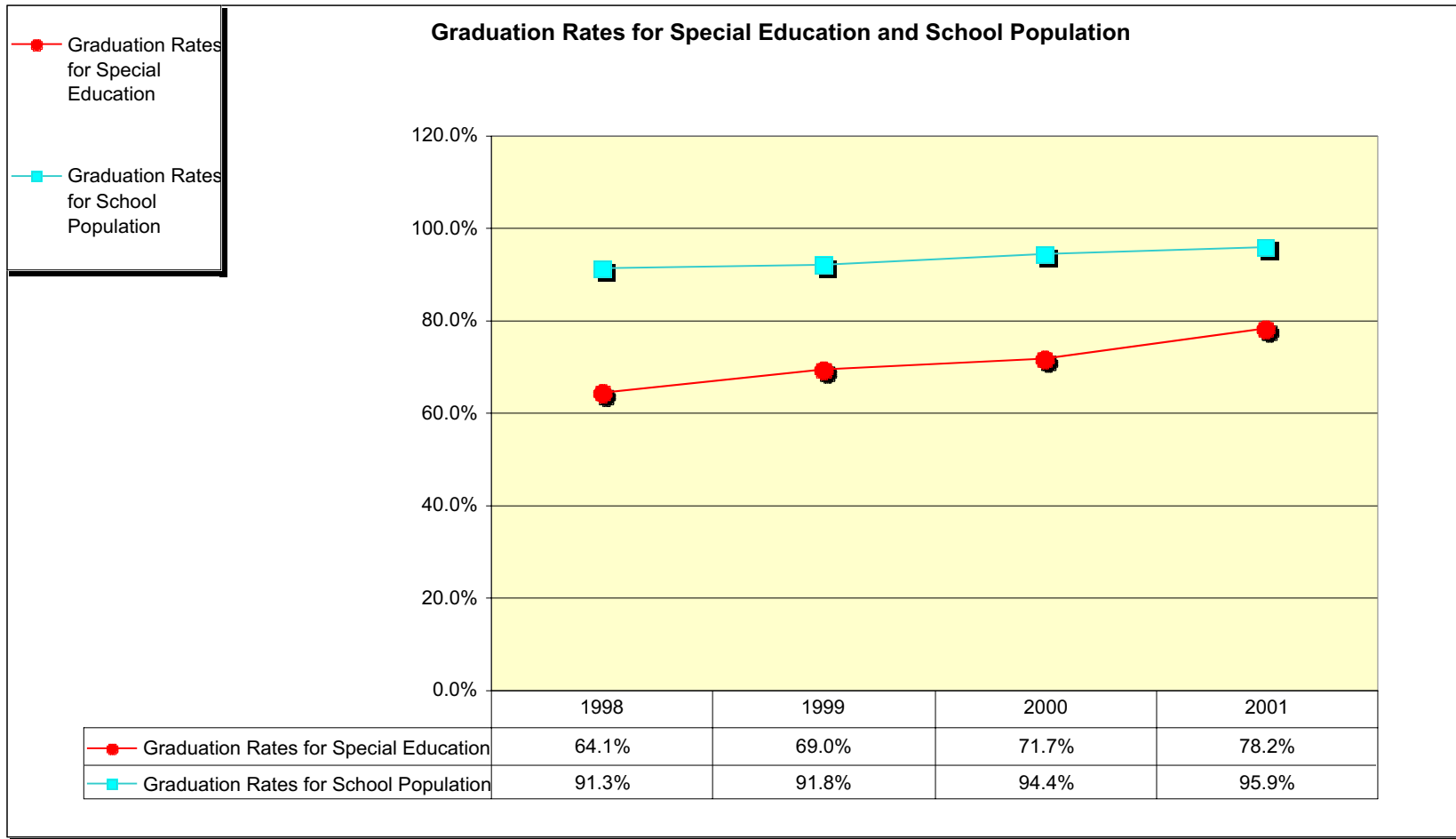
<sup>3</sup> Number of students with disabilities reported as graduating with regular high school diploma.



**Biennial Performance Report**  
**Table 1D: Graduation Rates Based on School Population**  
 Based on the 2000-2001 Special Education Exiting Data  
 Based on the 2000-2001 Enrollment (School Population) Grade 12

**SY: 2000-2001**

**State: Montana**



**Biennial Performance Report  
Performance Goals and Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

<p><b>Goal 2/Indicator B:</b> Decreased dropout rates</p>	<p><b>Performance Targets/Benchmarks for Goal 2/Indicator B:</b></p> <p><b>Target:</b> The dropout rate for students with disabilities will be consistent with those for all students.</p> <p><b>Benchmark:</b> Reduce the difference between the dropout rates of all students and students with disabilities by 2.6 percent of the differential between them, as measured by a two-year rolling average.</p>
<p><b>Performance Data for Goal 2/Indicator B: 2000-2001</b> The dropout rate for students with disabilities based on 2000-2001 exiting data was 4.8 percent compared to 3 percent for the general education population.</p>	
<p><b>Explanation/Discussion for Goal 2/Indicator B Performance Data:</b></p> <p><u>Improvement Strategies:</u></p> <p>Education is highly valued in Montana. Consequently, many school administrators are working hard to develop more options for students as a means of decreasing the dropout rate and increasing the graduation rate for all students. Other strategies include:</p> <ol style="list-style-type: none"> <li>1. Montana Behavioral Initiative (MBI): The Office of Public Instruction (OPI), in collaboration with other state agencies, has implemented the <i>Montana Behavioral Initiative</i> (MBI). The mission of the MBI is to assist educators, parents, and other community members in developing the attitudes, skills, and systems necessary to ensure that each student, regardless of ability or disability, leaves public education and enters the community with social and academic competence. The MBI features a sustained proactive systems approach focused on prevention, based on empirically sound practices and utilizes a continuum of behavior supports. It helps to create a caring school climate and positive relationships between students and staff. By creating a more positive, and safe school climate, students are more likely to remain in school</li> <li>2. Transitions Outcomes Project: Assists school personnel in developing meaningful, coordinated, transition activities for students based on the student's identified needs and preferences. The students are actively involved in the development of their transition plans.</li> </ol> <p><u>Continuous Improvement Monitoring Process (CIMP)</u></p> <p>Effective 2003, LEAs are required to review dropout data for both general education and special education students as part of their Five-Year Comprehensive Education Plan. If they determine that it is an area in need of improvement, they must submit their improvement strategies to the OPI.</p> <p>The OPI reviews dropout data as part of its CIMP.</p>	

## Biennial Performance Report Performance Goals and Indicators

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

### Factors influencing data:

It is important to note that in Montana, students must be out of school (not enrolled) for at least 90 days before they take the GED test and, therefore, are reported as dropouts. It is likely that a large percentage of GED students are students with disabilities. If GED students were considered enrolled in school – as in the case of some other states – the percentage of students with disabilities reported as dropouts in Montana would probably be less.

### **Introduction**

Montana school districts have reported dropout data on students with disabilities as part of a larger collection of exiting data. The collection of exiting data includes exiting categories and definitions consistent with those developed by the U.S. Department of Education, Office of Special Education Programs.

Montana's dropout collection for students with disabilities is a separate data collection from the dropout data collection that Montana conducts for the National Center for Education Statistics (NCES) Common Core of Data (CCD) reporting. A comparison of the two collections and problems this creates is discussed in further detail below.

### **Data Collection Process**

Exiting data is collected each year for all students with disabilities, ages 14-21, that have exited or will be exiting special education in the designated 12-month reporting period. The reporting period for exiting data for students with disabilities is July 1 through June 30. Schools are provided with a handbook and forms necessary to report data on students with disabilities exiting special education. The instructions contained in the handbook are consistent with the instructions, exiting categories, and definitions provided to the states by the Office of Special Education Programs. Schools report data by age, gender, race/ethnicity, and disability categories.

As stated earlier, Montana's dropout data collection CCD reporting is a separate data collection. This separation of collection methods, reporting periods, and data definitions is not conducive to the collection of data that is comparable or to a consistent calculation of dropout rates.

### **Differences in the Data Collection Process**

The following information outlines the significant differences between the two data collections that significantly impact the calculation and comparison of dropout rates. For purposes of distinguishing between Montana's two data collections, IDEA data collection is used to identify the data collection for students with disabilities and NCES data collection identifies the data collection for the Common Core of Data (CCD) reporting.

### **Reporting Period**

The reporting period for the IDEA data collection, is July 1 through June 30. This is a status count in which the student's status at the end of the reporting year is used to determine whether that student is a dropout.

The NCES data collection uses an October through September reporting period. It is an event rate, a snapshot of the student body at the start of each school year to count dropouts for the previous school year. A student present in the school system on October 1 is not a dropout even if he or she was absent from school much of the previous school year.

**Biennial Performance Report  
Performance Goals and Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

***Dropout Definition***

The IDEA data collection definition for a dropout is:

“Students with disabilities who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any other basis described (*no longer receiving special education; graduated with diploma; received a certificate; reached maximum age; died; moved, known to be continuing; or moved, not known to be continuing*). This count includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters. In states where students may receive a GED without dropping out of school, students who were jointly enrolled in secondary school and a GED program may be reported as graduating with a diploma. In all other cases, GED recipients should be reported as dropouts.”

For NCES data collection, a dropout is an individual who:

- Was enrolled in school on the date of the previous year October enrollment count or at sometime during the previous school year and was not enrolled on the date of the current school year October count; or
- Was not enrolled at the beginning of the previous school year, but was expected to enroll and did not re-enroll during the year (“no show”) and was not enrolled on the date of the current school year October count; and
- Has not graduated from high school or completed a state- or district-approved high school educational program; and
- Has not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or died.

Two other exiting categories included in the dropout definition for the NCES data collection are: *moved, not known to be continuing* and *reached maximum age*. For purposes of the IDEA data collection, these two categories are **NOT** counted as dropped out.

***Age versus Grade***

The NCES data collection and IDEA data collection also differ in how students are grouped to define the timing of their exit.

For purposes of IDEA data collection, school districts report students with disabilities, ages 14-21, exiting special education. The reported age is the student’s age as of December 1 of the exit year.

The NCES data collection collects the dropout count for grades 7 through 12. Grade is assigned based on whether the student completed the last year of school for which he or she enrolled. In other words, for those students who completed the previous grade but did not enroll as expected in the fall are counted as dropouts for the grade in which they did not enroll.

***School Population***

For the IDEA data collection, school districts report only students with disabilities receiving special education services through an IEP at the time of exiting.

On the other hand, the NCES data collection is an aggregated report of **all** students, including those with disabilities, with no effective way of disaggregating the data.

**Biennial Performance Report  
Performance Goals and Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

***Calculation of Dropout Rates***

The calculation of dropout rates currently used by the Office of Special Education Programs in their Annual Report to Congress consists of two different denominators. The first is the total number of leavers (students exiting by graduating, receiving a certificate, reaching maximum age, dropped out, returned to regular education, moved – known to be continuing, moved – not known to be continuing, and died), ages 14-21. The second is total child count for students ages 14-21 for the specific school year. For our analysis, we will calculate dropout rates using both denominators to determine trends.

A dropout rate for the NCES data collection is calculated by using total enrollment for grades 7-12 as the denominator. Because of the small numbers, especially when broken out by race/ethnicity categories, the Montana dropout rates are normally calculated using a 4-year average.

**Factors that have a Significant Impact on the Data**

In summary, there are several important factors that have a significant impact on the comparison of the dropout rates of students with disabilities to those of nondisabled students. They are:

- The dropout data collected and reported to NCES Common Core of Data (CCD) is an *aggregated* count of all students. At this time, it is reported in such way that it cannot be disaggregated. In addition, a difference in the definition of dropouts does not allow for comparable data.
- Because the number of students enrolled for small schools is relatively low, small annual changes in data can cause wide variations in annual dropout rates. For example, in a class with ten students, one dropout would translate to a 10 percent dropout rate. In the future, a more realistic indicator could be an average of several years.

**Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. Not Applicable**

# Biennial Performance Report

**Table 1E: Dropout Rates Based on School Population**

Based on the 2000-2001 Count of Students with Disabilities, Ages 14-22

Based on the 2000-2001 Special Education Exiting Data

Based on the 2000-2001 Enrollment (School Population), Grades 7-12

**SY: 2000-2001**

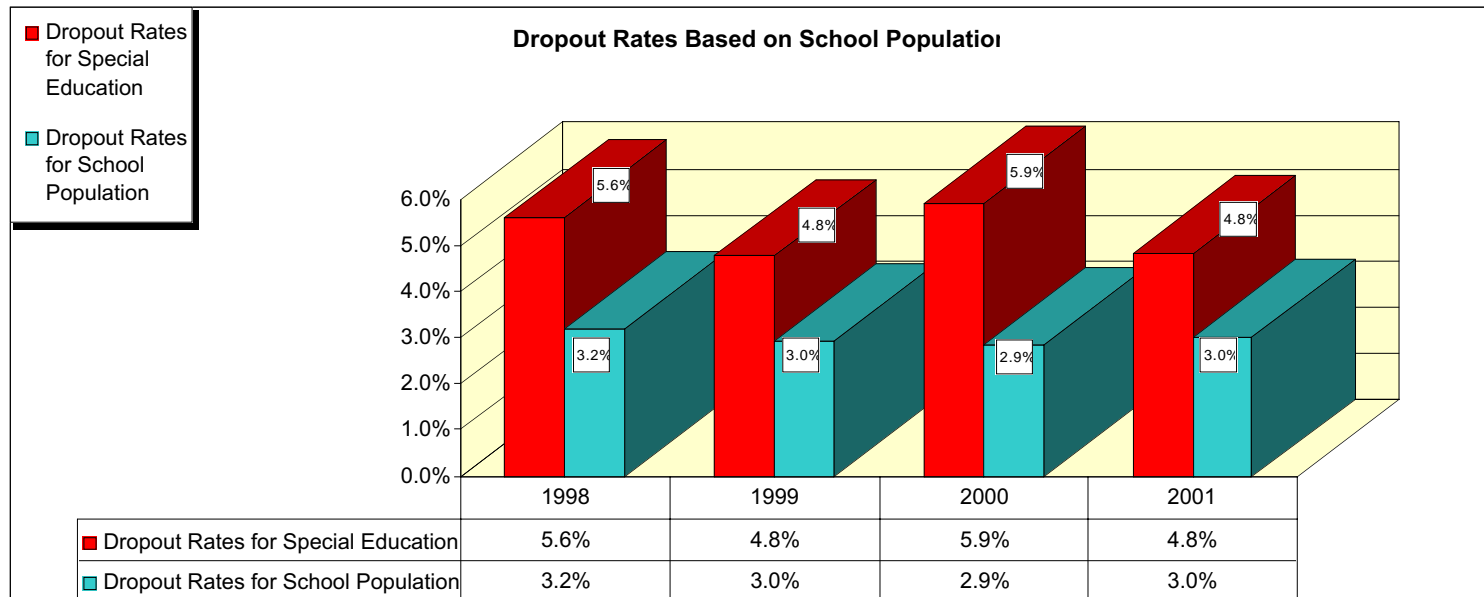
**State: Montana**

State FY	Total School Population, Grades 7-12 <sup>1</sup>	Number of Dropouts from School Population <sup>2</sup>	Total in Special Education, Ages 14-22	Number of Special Education Dropouts <sup>3</sup>	Dropout Rates for Special Education	Dropout Rates for School Population
1998	77,808	2491	5667	319	5.6%	3.2%
1999	77,691	2292	5836	279	4.8%	3.0%
2000	77,022	2199	5907	350	5.9%	2.9%
2001	76,275	2295	6081	294	4.8%	3.0%

<sup>1</sup>Public School Enrollment taken 10/1 includes students with disabilities and cannot be disaggregated.

<sup>2</sup>Dropout data reported 10/1 includes students with disabilities and cannot be disaggregated.

<sup>3</sup>Number of students with disabilities reported as dropouts on exiting data.



\*Changes occurred in the reporting instructions for FY '00. It is very likely that this resulted in an increased number of students being reported as dropouts.

**Biennial Performance Report  
Performance Goals and Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

<b>Goal 3:</b> Students with disabilities will be included, to the maximum extent possible, in statewide assessment systems.	
<b>Goal 3/Indicator A:</b> Increase in the percentage of students with disabilities participating in the statewide assessment system at each grade level (four, eight, and eleven).	<b>Performance Targets/Benchmarks for Goal 3/Indicator A:</b>  <b>Target:</b> All students with disabilities in grades four, eight, and eleven will participate in the statewide assessment system.  <b>Benchmark:</b> The OPI will include student grade level as part of its child count collection system effective December 1, 2002. This will allow for a better "cross-match" of participation rates of students with disabilities in the assessment system.
<b>Performance Data for Goal 3/Indicator A: 2000-2001</b> It is estimated that all students with disabilities in grades four, eight, and eleven were included in the statewide assessment. The only exceptions would be those students who may have been absent during the "test window."	
<b>Explanation/Discussion for Goal 3/Indicator A Performance Data:</b> The statewide assessment system has built in flexibility to meet the needs of the full spectrum of learners in the school population. To allow for full participation of all students, the statewide system provided for four options of participation: Option 1: The Iowa Tests with no accommodations Option 2: The Iowa Tests with standard accommodations Option 3: The Iowa Tests with nonstandard accommodations Option 4: Alternate Assessment Scale (AAS)  <u>Improvement Planning Strategies:</u> The OPI provides extensive training through on-site and distance education technology for test coordinators, test administrators and directors of special education. The purpose of the training is to ensure that school personnel are knowledgeable of the requirements that all students be included in the statewide assessment, but also to review test administration procedures and provide answers to questions that personnel have regarding the administration and scoring of the tests. The training activities help to ensure that personnel included all students in the testing. This training will occur annually.	



**Biennial Performance Report  
Performance Goals and Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

Continuous Improvement Monitoring Process (CIMP):

Effective 2003, LEAs are required to review participation rates for both general and special education students as part of their Five-Year Comprehensive Education Plan. If they determine that it is an area in need of improvement, they must submit their improvement strategies to the OPI.

The OPI reviews participation data as part of its CIMP.

Factors Influencing data:

Since school enrollment does not provide a “disaggregated” count of students in grades four, eight, and eleven, it is not possible to definitely determine if all of the students in the grades participating in the statewide assessment were included. However, since the state does not have a “waiver” that exempts students from testing, it is expected that all of the students participated as is required.

All students in grades four, eight, and eleven are required to participate in the statewide assessment system. The IEP teams must identify how students with disabilities will participate. The statewide assessment system includes an Alternate Assessment Scale (AAS). The AAS is designed in such manner that all students with disabilities can be included in the assessment – even those with the most severe disabilities.

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Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. Not Applicable

**Biennial Performance Report  
Performance Goals and Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

<b>Goal 4:</b> Students with disabilities will demonstrate the ability to make successful school-to-adult transitions.	
<b>Goal 4/Indicator A:</b> Increased number of transition services provided that reflect a coordinated set of transition activities.	<b>Performance Targets/Benchmarks for Goal 4/Indicator A:</b> <b>Target:</b> The rate of successful school-to-adult transitions will be consistent with the rate for all students.  <b>Benchmark:</b> The indicator for this goal will be revised by June 30, 2003. This will result in the establishment of new baseline data.
<b>Performance Data for Goal 4/Indicator A: 2000-2001</b> Performance data suggests that we are achieving our goal of increasing transition services to students. There is an increase in the percentage of students with disabilities, ages 14-22, receiving transition services, as well as an increase in the percentage of students with disabilities, ages 14-22, receiving one or more transition services.	
<b>Explanation/Discussion for Goal 4/Indicator A Performance Data:</b>  Although data suggests there is an increase in transition services, it is felt that that this indicator is not a good measure for determining successful school-to-adult transitions. Therefore, it is our intent to revisit this goal and to revise the indicator to one that is designed to measure successful student outcomes.  <u>Improvement Planning Strategies:</u> <ol style="list-style-type: none"> <li>1. The OPI implements a <i>Montana Transition Outcomes Project</i>, that is supported through SIG and IDEA Part B Set-Aside funds. The purpose of the project is to assist LEAs in meeting the secondary transition services requirements under IDEA. The project provides ongoing training and resource materials to educators, administrators, adult agency personnel, parents, and others.</li> <li>2. The OPI staff are available to LEAs to provide technical assistance on issues related to secondary transition. Training sessions are provided through interactive television, as well as onsite.</li> </ol> <u>Continuous Improvement Monitoring Process (CIMP):</u> The CIMP includes a review of student records to ensure that secondary transition requirements are addressed, as required, on students' IEPs.	
Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. Not Applicable	

**Biennial Performance Report**

**Table 1F: Transition Services: Increase or Decrease in the Number of Students Receiving Transition Services by Age**

Based on the FY 1999-2000 Special Education Child Count, Ages 14-22

Based on the FY 2000-2001 Special Education Child Count, Ages 14-22

A Duplicated Count of Students with Disabilities by Transition Service Category

**SY: 2000-2001**

**State: Montana**

In FY 2001, 25.2 percent of all Students with Disabilities, Ages 14-22, are NOT receiving transition services, compared to 26.7 percent in FY 2000.  
In FY 2001, 74.8 percent of all Students with Disabilities, Ages 14-22, ARE receiving transition services, compared to 73.3 percent in FY 2000.

Age	Instruction			Employment			Community Experiences/ Adult Living			Related Services		
	FY 2000 Count	FY 2001 Count	Percent Increase or Decrease	FY 2000 Count	FY 2001 Count	Percent Increase or Decrease	FY 2000 Count	FY 2001 Count	Percent	FY 2000 Count	FY 2001 Count	Percent Increase or Decrease
14	636	670	5.3%	123	164	33.3%	145	95	-34.5%	71	30	-57.7%
15	963	1073	11.4%	286	325	13.6%	255	157	-38.4%	107	33	-69.2%
16	963	986	2.4%	326	337	3.4%	272	155	-43.0%	133	35	-73.7%
17	805	872	8.3%	330	368	11.5%	220	114	-48.2%	91	41	-54.9%
18	528	555	5.1%	237	268	13.1%	155	89	-42.6%	71	23	-67.6%
19	114	118	3.5%	69	70	1.4%	55	30	-45.5%	28	8	-71.4%
20	27	25	-7.4%	28	20	-28.6%	20	11	-45.0%	13	4	-69.2%
21	3	4	33.3%	3	2	-33.3%	2	1	-50.0%	3	1	-66.7%
<b>Totals</b>	<b>4039</b>	<b>4303</b>	<b>6.5%</b>	<b>1402</b>	<b>1554</b>	<b>10.8%</b>	<b>1124</b>	<b>652</b>	<b>-42.0%</b>	<b>517</b>	<b>175</b>	<b>-66.2%</b>

Red indicates a DECREASE in that particular transition service being provided to students between FY 2000 and FY 2001, while Black indicates an increase.

**Biennial Performance Report**

**Table 1F: Transition Services Two-Year Comparison of Transition Services and Special Education Population, Ages 14-22**

Based on the FY 1999-2000 Special Education Child Count, Ages 14-22

Based on the FY 2000-2001 Special Education Child Count, Ages 14-22

An Unduplicated Count of Students with Disabilities

**SY: 2000-2001**

**State: Montana**

Age	Count of Students, Ages 14-22		Count of Students Receiving NO Transition Services		Count of Students Receiving One or More Transition Services		Percent of Total Special Education Population, Ages 14-22, NOT Receiving Transition Services		Percent of Total Special Education Population, Ages 14-22, Receiving One or More Transition Services	
	FY 2000	FY 2001	FY 2000	FY 2001	FY 2000	FY 2001	FY 2000	FY 2001	FY 2000	FY 2001
14	1485	1504	803	803	682	701	13.6%	13.2%	11.5%	11.5%
15	1376	1440	358	325	1018	1115	6.1%	5.3%	17.2%	18.3%
16	1219	1210	196	170	1023	1040	3.3%	2.8%	17.3%	17.1%
17	1003	1055	134	132	869	923	2.3%	2.2%	14.7%	15.2%
18	638	683	69	82	569	601	1.2%	1.3%	9.6%	9.9%
19	142	150	17	17	125	133	0.3%	0.3%	2.1%	2.2%
20	38	34	2	4	36	30	0.0%	0.1%	0.6%	0.5%
21	6	5	1	0	5	5	0.0%	0.0%	0.1%	0.1%
<b>Totals</b>	<b>5907</b>	<b>6081</b>	<b>1580</b>	<b>1533</b>	<b>4327</b>	<b>4548</b>	<b>26.7%</b>	<b>25.2%</b>	<b>73.3%</b>	<b>74.8%</b>

**Biennial Performance Report  
Performance Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

<b>Goal 5</b> Students with disabilities will demonstrate continuous, successful participation in school.	
<b>Goal 5/Indicator A:</b> Decrease in long-term suspensions/expulsions	<b>Performance Targets/Benchmarks for Goal 5/Indicator A:</b>  <b>Target:</b> Long-term suspension/expulsion rates for students with disabilities will be consistent with the rates for all students.  <b>Benchmark:</b> By November 1, 2002, the OPI will have revised the data collection process for long-term suspensions/expulsions to provide for more accuracy in reporting. It is likely that this will result in a need for establishing new baseline data once this is implemented.
<b>Performance Data for Goal 5/Indicator A: 2000-2001</b> Data is based on a disaggregated count of long-term suspension/expulsion data collected for all students. Only 77 school districts, or 22 percent, of LEAs statewide, reported long-term suspension/expulsions. Of the population of students subjected to long term suspensions/expulsions, 73 percent were general education students and 27 percent were students with disabilities. Students with disabilities who were subject to long term suspension/expulsion represent approximately 3.4 percent of the total special education population and represent only 0.4 percent of the total school population.	
<b>Explanation/Discussion for Goal 5/Indicator A Performance Data:</b> In accord with IDEA requirements, LEAs provide education to students with disabilities who are suspended for more than ten days or who are expelled from school.  <u>Improvement Strategies:</u> <ol style="list-style-type: none"> <li>1. The Office of Public Instruction (OPI), using Part B Set-Aside funds, works collaboratively with other state agencies to implement the Montana Behavioral Initiative, which provides training to assist school personnel in responding appropriately to students' behaviors.</li> <li>2. Early Assistance Program (EAP): The philosophy of this program is to resolve issues amicably and thereby prevent costly legal entanglements wherever possible. It provides the opportunity to discuss the issues at hand in a less formidable and confrontational venue, so that both parents and schools can reach agreement. The EAP has been extremely successful in assisting LEAs in navigating through the discipline regulations. The EAP provides technical assistance to parents and LEAs to help them resolve problems before they may result in long-term suspensions.</li> <li>3. OPI Staff: Division of Special Education staff provide direct technical assistance to LEAs to resolve/address challenging student behaviors. Assistance is provided in developing positive behavior intervention plans, completing functional behavioral assessments and developing other strategies to assist the LEA in addressing problem behaviors that could potentially lead to long-term suspensions and expulsions.</li> <li>4. The IDEA Part B Set-Aside funds are also made available to CSPD regions to enable them to provide training for school personnel based on LEA identified needs. In many cases, the CSPD regions have supported training activities directed toward addressing students' challenging behaviors.</li> </ol>	

**Biennial Performance Report  
Performance Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

**Factors Influencing the data:**

In October 1998, to meet the requirements of IDEA '97, the OPI began to collect suspension and expulsion data on students with disabilities. Prior to that time, the OPI collected suspension and expulsion data for students to meet the federal reporting requirements for 18 U.S.C. 921 Gun-Free Schools Act and IASA PL 103-382 Title IV SDFSC Act. To increase the efficiency of the data collection, the Division of Special Education collaborated to design a data collection form to meet all three federal reporting requirements.

However, the design and development of this data collection system has been a process that has continued to evolve each year, which means that, to this point, we have not been able to collect consistent data to make longitudinal comparisons. There have been changes to the data definitions, as well as to the policies and procedures of the data collection, that were necessary to meet the changing federal requirements and data needs of Montana. We continue to make adjustments, as necessary, to ensure the data is complete and accurate.

**Data Collection Process**

The OPI reporting period for suspension/expulsion data is July 1 through June 30. Schools are provided with instructions and forms necessary to report a disaggregated count of all students. Schools report:

- a. Out-of-school suspensions that are 10 days or less for students who are enrolled in special education and have an IEP;
- b. Out-of-school suspensions or expulsions that are over 10 days in length for all students; and
- c. Out-of-school suspensions or expulsions of any length for all students that involve weapons, drugs, or violence.

All students are reported by gender and race/ethnicity, and disability categories are reported for students with disabilities.

**Calculation of Suspension/Expulsion Rates**

Because the data collection for suspension and expulsion data is a disaggregated count of all students subject to long-term suspension and expulsion, the OPI has chosen to compare the rates of suspension or expulsion of students with disabilities to the rates for nondisabled children within the local education agencies.

**Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students.** Not Applicable

**Biennial Performance Report**

**Table 1G: Suspension and Expulsion Rates Compared to the Rates of General Education Population**  
**SY: 2000-2001** **State: Montana**

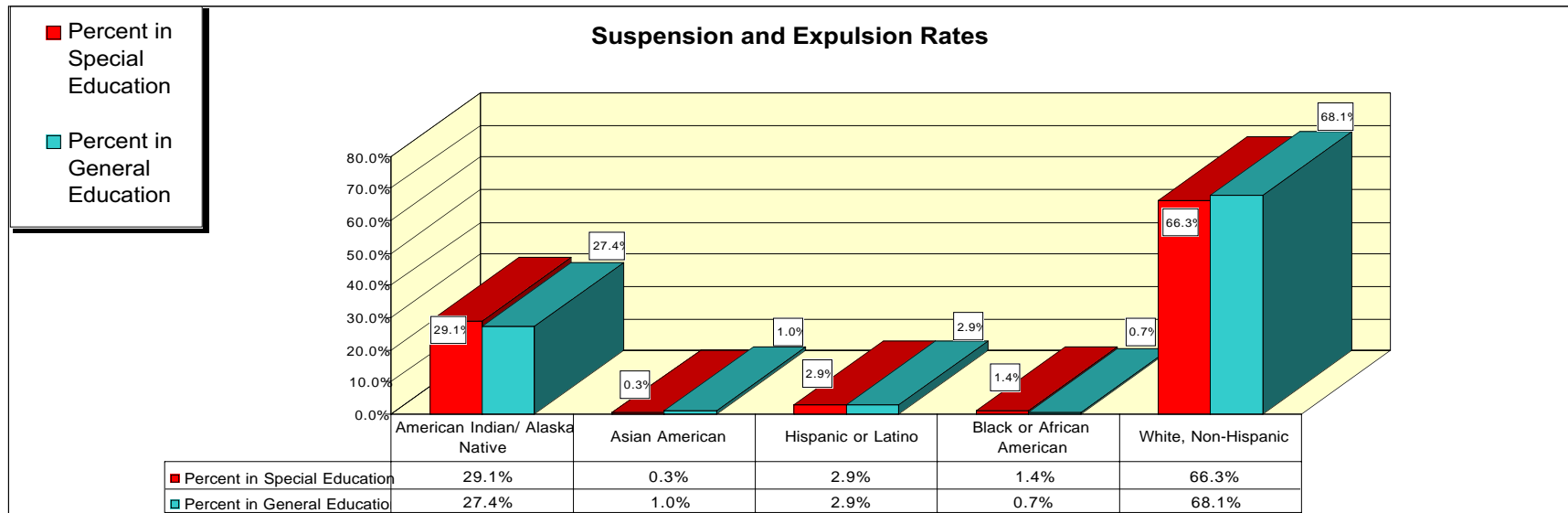
General Education students represent 73 percent of students subject to long-term suspension or expulsion.  
 Special Education students represent 27 percent of students subject to long-term suspension or expulsion.

Race Code	Race/Ethnicity Category	Total Students Subjected to Long-Term Suspension or Expulsion	Students in General Education Subjected to Long-Term Suspension or Expulsion	Students in Special Education Subjected to Long-Term Suspension or Expulsion	Percent in General Education	Percent in Special Education
01	American Indian/Alaskan Native	665	475	190	27.4%	29.1%
02	Asian American	19	17	2	1.0%	0.3%
03	Hispanic or Latino	69	50	19	2.9%	2.9%
04	Black or African American	21	12	9	0.7%	1.4%
05	White, Non-Hispanic	1613	1180	433	68.1%	66.3%
	<b>Totals</b>	<b>2387</b>	<b>1734</b>	<b>653</b>	<b>100.0%</b>	<b>100.0%</b>

General Ed Students subject to long-term suspension or expulsion represent 1.1 percent of total school population.

Special Ed Students subject to long-term suspension or expulsion represent 0.4 percent of total school population.

Special Ed Students subject to long-term suspension or expulsion represent 3.4 percent of the special education population.



**Biennial Performance Report  
Performance Goals and Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

<b>Goal 6</b> Students with disabilities, parents, early intervention personnel, and school personnel will report confidence and satisfaction with special education and early intervention services planning, implementation, and outcomes.	
<b>Goal 6/Indicator A:</b> Increase in the number of parents reporting confidence and satisfaction based on biennial survey results.	<b>Performance Targets/Benchmarks for Goal 6/Indicator A:</b>  <b>Target:</b> Develop a survey and methodology that address the goal and provides for disaggregation of data.  <b>Benchmark:</b> Develop a survey by June 30, 2003.
<b>Performance Data for Goal 6/Indicator A: 2000-2001</b> Parents are surveyed within LEAs that are monitored through the Continuous Improvement Monitoring Process (CIMP); however, this data cannot be generalized statewide.	
<b>Explanation/Discussion for Goal 6/Indicator A Performance Data:</b> The Continuous Improvement Monitoring Process (CIMP) implements surveys of school personnel and parents. However, because this is a relatively small sample, the data is not appropriate to make a generalized interpretation statewide. The OPI will seek opportunities to develop survey information of parent satisfaction and confidence in a manner in which data can be disaggregated.	



**Biennial Performance Report  
Performance Goals and Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

<p><b>Goal 6/Indicator B:</b></p> <p>Maintain a frequency in the rate of complaints per students with disabilities of less than one fourth of 1 percent (0.25 percent) annually to the OPI.</p>	<p><b>Performance Targets/Benchmarks for Goal 6/Indicator B:</b></p> <p><b>Target:</b> Maintain a frequency in the rate of complaints per students with disabilities of less than one fourth of 1 percent (0.25 percent) annually to the OPI.</p> <p><b>Benchmark:</b> The frequency in rate of complaints for students with disabilities remains low.</p>
<p><b>Performance Data for Goal 6/Indicator B: 2000-2001</b></p> <p>The performance data validates that we are meeting our goals.</p> <p>A total of one complaint was received in 1999-2000, which went through final report. Eight complaints were filed in 2000-2001, one went to report and the remaining seven were resolved.</p>	
<p><b>Explanation/Discussion for Goal 6/Indicator B:</b></p> <p><u>Improvement Planning Strategies:</u></p> <p>The OPI provides an ongoing and systematic informal dispute resolution process referred to as the Early Assistance Program (EAP). The EAP is designed to provide technical assistance to parents, school districts, and advocacy organizations in regard to the delivery of a free appropriate public education (FAPE) for students with disabilities. The intent of the EAP is to intervene prior to or at the time of filing a complaint with the OPI. Parents or guardians must allow the OPI 15 business days to contact both the school district and guardian to attempt to resolve the problem through the EAP. At this point, the EAP specialist will gather information pertinent to the situation from parents, schools, and others who are involved with the issue and attempt to resolve the problem. With permission from the parents, the EAP may exceed 15 days.</p> <p>The OPI philosophy is to resolve issues amicably and, thereby, prevent costly legal entanglements wherever possible. It is felt that, given the opportunity to discuss the issues at hand in a less formidable and confrontational venue, both parents and schools can reach agreement without undermining the relationships necessary to ensure the smooth delivery of special education services to children and youth with disabilities.</p> <p>The highly effective program is funded through IDEA Part B set-aside funds.</p> <p><u>Continuous Improvement Monitoring Process (CIMP):</u></p> <p>Review of complaint data is included as part of the CIMP.</p>	

**Biennial Performance Report  
Performance Goals and Indicators**

*Note: Indicate with an asterisk (\*) goals and indicators that are the same as the goals and indicators for students who are nondisabled. At a minimum, assessment, dropout rates, and graduation rates are to be addressed.*

**SY: 2000-2001**

**State: Montana**

<p><b>Goal 6/Indicator C:</b> Maintain a number of less than ten due process hearing requests per year.</p>	<p><b>Performance Targets/Benchmarks for Goal 6/Indicator C:</b>   <b>Target:</b> Maintain a number of less than ten due process hearing requests per year.   <b>Benchmark:</b> Less than ten due process hearings for the year.</p>
<p><b>Performance Data for Goal 6/Indicator C: 2000-2001</b>  The performance data validates that we are meeting our goal.  The OPI received a total of nine requests for due process hearings in 1999-2000. Of these, two went to hearing, two were mediated, and five were withdrawn/dismissed or closed. In 2000-2001, three requests were received. Of these, one went to hearing, one was mediated, and one was withdrawn.</p>	
<p><b>Explanation/Discussion for Goal 6/Indicator C Performance Data:</b>   <u>Improvement Planning Strategies:</u></p> <ol style="list-style-type: none"> <li>1. Early Assistance Program (EAP): The EAP has been highly effective in assisting LEAs and parents resolve issues without the issues escalating to the point of requesting due process. The OPI will continue to provide this service.</li> <li>2. The OPI staff provides technical assistance to both parents and school personnel to assist them in addressing issues relative to FAPE. This technical assistance is available via phone, as well as provided on-site, as appropriate. Staff will continue to be available to provide such assistance.</li> </ol> <p><b>Continuous Improvement Monitoring Process (CIMP):</b>  Due process data is reviewed as part of the CIMP process.</p>	
<p><b>Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. Not Applicable</b></p>	

**Biennial Performance Report  
Suspension and Expulsion**

*Note: If Suspension and Expulsion are addressed on Table 1, Table 2 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Suspension and Expulsion.*

<p><b>Performance Data: 2000-2001</b></p> <p>Goal 5, Indicator A</p>
<p><b>Suspension and Expulsion Performance Targets/Benchmarks:</b></p>
<p><b>Explanation/Discussion for Suspension and Expulsion Data:</b></p> <ul style="list-style-type: none"><li>▪ Specify which method the state used to determine possible discrepancies and explain what constitutes those discrepancies.</li><li>▪ If applicable, describe what <b>types</b> of significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.</li></ul>

### Biennial Performance Report Disproportionality

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

#### Performance Data: 2000-2001

The proportion of American Indian children identified as children with disabilities is higher than American Indian children proportionate representation in total student enrollment. In school year 2000-2001, 15.2 percent of students served by special education were American Indian. This compares with the percent of Montana enrollment of American Indian children of 10.5 percent. It would appear that American Indian children are disproportionately served by special education.

Disproportionate identification rates may also occur for Black or African American children. However, the relatively few number of Black students involved in the population set (173) may or may not reflect a statistically significant difference in the number served by special education.

When comparing the identification of children as children with a particular impairment, it would appear that American Indian children have differential identification rates in two categories. American Indian children, age 6-21, appear less likely to be identified as speech language impaired and more likely to be identified as learning disabled when compared with the proportionate distribution rates by particular impairment for all children with disabilities.

As noted above, American Indian children receive special education at a rate higher than the proportion of enrollment. Because of the higher proportion of enrollment, placements of American Indian children in various special education settings also appear disproportionate. This higher placement rate is true across almost all special education settings.

Other than for American Indian children, it is difficult to conclude that statistically significant disproportionate placement rates by racial and ethnic group occur across the various special education settings. The difficulty in drawing any conclusions on disproportionate placement by setting is due to the few students involved when making comparisons across various settings. Although "over" and "under" placement rates as defined by a 20 percent differential from the racial proportion of enrollment occur frequently, the number of students involved in every case (except for American Indian children) is less than 150. In the most obvious example, Black or African American children are "over" identified for placement for the part-time early childhood special education setting. This "over" identification reflects the placement of a single student.

#### Disproportionality Performance Targets/Benchmarks:

**Performance target:** Identification rates for students with disabilities will be consistent across racial and ethnic groups.

**Benchmark:** When group sample size is sufficient to reflect a difference between the identification rates for racial and ethnic groupings, reduce the difference by 2.6 percent of the differential between the group and the average identification rate of all students with disabilities as measured by a three-year rolling average.

### Biennial Performance Report Disproportionality

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

#### **Explanation/Discussion for Disproportionality Data:**

Disproportionate identification rates for American Indian children in need of special education services is a concern. Possible discrimination in assessment practices has and will continue to be an area of vigilance for Montana's special education monitoring/school improvement system. Assessments for disability determinations are reviewed and professionals are routinely interviewed regarding possible discrimination in assessment practices as an important component of compliance monitoring. Because there is a 4.7 percent discrepancy between the percent of enrollment of American Indian students and the proportion of American Indian students identified as eligible under special education, this component of our monitoring/school improvement system will remain a priority, especially in schools with large American Indian populations.

Although Montana's goal is to reduce the disproportionate identification rate for American Indian children, it is important to recognize that a variety of factors may contribute to the disproportionality. To some degree, American Indian children may have a greater need for special education support services. Socio-economic factors, for example, show dramatic differences in the proportion of American Indian families living below the poverty level. The 1990 census (The 2000 Census figures by racial and ethnic group have not been released as of this writing.) reported 12 percent of all Montana families living below the poverty level and 41.5 percent of all American Indian families living below the poverty level. Socio-economic circumstances may contribute to the disproportionate number of American Indian students identified as eligible for special education services. Birth outcome statistics also imply a higher probability of conditions that could affect rates of disabling conditions. Each of these factors reinforce the importance of addressing the educational needs of children in coordination with other community efforts.

#### **Improvement Strategies:**

State's Commitment: The state of Montana has a history of recognition for the importance of offering high-quality educational opportunities for American Indian children. Montana's Constitution, under Article X, Section 1(2), states:

*"The state recognizes the distinct and unique cultural heritage of American Indians and is committed in its educational goals to the preservation of their cultural integrity."*

As recently as 1999, the Montana Legislature reiterated the state's recognition of the importance of offering high-quality educational opportunities for American Indian children by passing House Bill 528 (1999). This statute states in part that it is the intent of the legislature that "... every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments." Sections 1 through 3, House Bill 528, were predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

The Montana Office of Public Instruction is committed to the full implementation of goals established in our Constitution and reinforced by our legislature.

Coordination with federal programs: Montana schools on or near a reservation are identified more frequently as schools needing improvement under the Elementary and Secondary Education Act. The Division of Special Education, in coordination with the Division of Educational Opportunity and Equity, will coordinate targeted assistance for schools needing improvement.

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

Five-year Comprehensive Plan: No later than May 2003, each school in the state is required under Board of Public Education rule to complete a five-year comprehensive plan. The model protocol for this five-year plan includes a requirement to review data on disproportionality. This activity will bring focus, statewide, to the importance of proportionate placements. The data focus that will come with the development of this five-year comprehensive plan will assist the Division of Special Education in reviewing the adequacy of school district plans for addressing disproportionality.

Continuous Improvement Monitoring Process (CIMP):

Montana's monitoring process will continue to review assessment practices for disability determinations. This review will focus on schools whose practices in evaluation have resulted in disproportionate identification of American Indian children as eligible for special education services.

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

**Disproportionality Review by Race/Ethnicity Compared to School Enrollment**

Based on the 2000-2001 Special Education Child Count, Ages 3-22  
Based on the 2000-2001 School Enrollment, Grades PK-12

	Public School Enrollment <sup>1</sup>	Total Special Education Child Count	Percent of School Enrollment	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category						High Rate	Low Rate
American Indian/Alaskan Native	16,293	2947	10.5%	15.2%	Over	12.6%	8.4%
Asian American	1308	121	0.8%	0.6%	Under	1.0%	0.7%
Hispanic or Latino	2658	335	1.7%	1.7%		2.1%	1.4%
Black or African American	877	173	0.6%	0.9%	Over	0.7%	0.5%
White, Non-Hispanic	133,574	15,754	86.2%	81.5%		103.5%	69.0%
Native Hawaiian or Pacific Islander <sup>2</sup>	165	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	<b>154,875</b>	<b>19,330</b>	<b>100.0%</b>	<b>100.0%</b>			

<sup>1</sup> Public School Enrollment taken 10/1 is total school population and includes students with disabilities.

<sup>2</sup> The National Center for Education Statistics CCD reporting requires the use of the Race/Ethnic category of Native Hawaiian or Pacific Islander; however, Pacific Islander is **included** in the Race/Ethnic category of Asian American for the Special Education Child Count.

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

**Disproportionality by Race/Ethnicity for Ages 3-5**

Based on the 2000-2001 count of Students with Disabilities, Ages 3-5

Based on the 2000-2001 School Enrollment, Grades PK-K

	Public School Enrollment <sup>1</sup>	Total Special Education Child Count, Ages 3-5	Percent of School Enrollment	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category						High Rate	Low Rate
American Indian/Alaskan Native	1242	220	11.4%	13.4%		13.6%	9.1%
Asian American	93	12	0.9%	0.7%		1.0%	0.7%
Hispanic or Latino	208	21	1.9%	1.3%	Under	2.3%	1.5%
Black or African American	88	14	0.8%	0.9%		1.0%	0.6%
White, Non-Hispanic	9280	1369	84.9%	83.7%		101.9%	67.9%
Native Hawaiian or Pacific Islander <sup>2</sup>	18	0	0.2%	0.0%	Under	0.2%	0.1%
<b>Totals</b>	10,929	1636	100.0%	100.0%			

<sup>1</sup> Public School Enrollment taken 10/1 is total school population and includes students with disabilities. To compare students with disabilities, ages 3-5, to school enrollment of comparable ages, only enrollments from grades Pre-Kindergarten, Pre-First, and Kindergarten were used.

<sup>2</sup> The National Center for Education Statistics CCD reporting requires the use of the Race/Ethnic category of Native Hawaiian or Pacific Islander; however, Pacific Islander is **included** in the Race/Ethnic category of Asian American for the Special Education Child Count.



**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

**Disproportionality by Race/Ethnicity for Ages 6-22**

Based on the 2000-2001 count of Students with Disabilities, Ages 6-22

Based on the 2000-2001 School Enrollment, Grades K-12

	Public School Enrollment <sup>1</sup>	Total Special Education Child Count, Ages 6-22	Percent of School Enrollment	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category						High Rate	Low Rate
American Indian/Alaskan Native	15,051	2727	10.5%	15.4%	Over	12.5%	8.4%
Asian American	1215	109	0.8%	0.6%	Under	1.0%	0.7%
Hispanic or Latino	2450	314	1.7%	1.8%		2.0%	1.4%
Black or African American	789	159	0.5%	0.9%	Over	0.7%	0.4%
White, Non-Hispanic	124,294	14,385	86.3%	81.3%		103.6%	69.1%
Native Hawaiian or Pacific Islander <sup>2</sup>	147	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	143,946	17,694	100.0%	100.0%			

<sup>1</sup> Public School Enrollment taken 10/1 is total school population and includes students with disabilities. To compare students with disabilities, ages 3-5 to school enrollment of comparable ages, only enrollment from grades Pre-Kindergarten, Pre-First, and Kindergarten were used.

<sup>2</sup> The National Center for Education Statistics CCD reporting requires the use of the Race/Ethnic category of Native Hawaiian or Pacific Islander, however; Pacific Islander is **included** in the Race/Ethnic category of Asian American for the Special Education Child Count.

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

**Disproportionality Review by Race/Ethnicity and Disability**

Based on the 2000-2001 Special Education Child Count, Ages 3-22

Based on the 2000-2001 School Enrollment, Grades PK-12

<b>Cognitive Delay</b>	<b>6.67% of Special Education Child Count</b>					
	<b>0.83% of School Enrollment</b>					
	<b>Total in Special Education <sup>3</sup></b>	<b>Percent of School Enrollment <sup>1</sup></b>	<b>Percent of Special Education Child Count</b>	<b>Percent in Special Education Compared to School Enrollment</b>	<b>High/Low Range in School Enrollment</b>	
<b>Race/Ethnic Category</b>					<b>High Rate</b>	<b>Low Rate</b>
01 American Indian/Alaskan Native	203	10.5%	15.7%	<b>Over</b>	12.6%	8.4%
02 Asian American	11	0.8%	0.9%		1.0%	0.7%
03 Hispanic or Latino	30	1.7%	2.3%	<b>Over</b>	2.1%	1.4%
04 Black or African American	14	0.6%	1.1%	<b>Over</b>	0.7%	0.5%
05 White, Non-Hispanic	1032	86.2%	80.0%		103.5%	69.0%
06 Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	<b>Under</b>	0.1%	0.1%
<b>Totals</b>	1290	100.0%	100.0%			

<b>Hearing Impairment</b>	<b>1.15% of Special Education Child Count</b>					
	<b>0.14% of School Enrollment</b>					
	<b>Total in Special Education <sup>3</sup></b>	<b>Percent of School Enrollment <sup>1</sup></b>	<b>Percent in Special Education</b>	<b>Percent in Special Education Compared to School Enrollment</b>	<b>High/Low Range in School Enrollment</b>	
<b>Race/Ethnic Category</b>					<b>High Rate</b>	<b>Low Rate</b>
01 American Indian/Alaskan Native	22	10.5%	9.9%		12.6%	8.4%
02 Asian American	4	0.8%	1.8%	<b>Over</b>	1.0%	0.7%
03 Hispanic or Latino	2	1.7%	0.9%	<b>Under</b>	2.1%	1.4%
04 Black or African American	3	0.6%	1.4%	<b>Over</b>	0.7%	0.5%
05 White, Non-Hispanic	191	86.2%	86.0%		103.5%	69.0%
06 Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	<b>Under</b>	0.1%	0.1%
<b>Totals</b>	222	100.0%	100.0%			

TABLE 3

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

Speech Language Impairment	24.8% of Special Education Child Count					
	3.1% of School Enrollment					
	Total in Special Education <sup>3</sup>	Percent of School Enrollment <sup>1</sup>	Percent in Special Education	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
01 American Indian/Alaskan Native	582	10.5%	12.1%		12.6%	8.4%
02 Asian American	42	0.8%	0.9%		1.0%	0.7%
03 Hispanic or Latino	62	1.7%	1.3%	Under	2.1%	1.4%
04 Black or African American	31	0.6%	0.6%		0.7%	0.5%
05 White, Non-Hispanic	4081	86.2%	85.1%		103.5%	69.0%
06 Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	4798	100.0%	100.0%			

Visual Impairment	0.37% of Special Education Child Count					
	0.05% of School Enrollment					
	Total in Special Education <sup>3</sup>	Percent of School Enrollment <sup>1</sup>	Percent in Special Education	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
01 American Indian/Alaskan Native	8	10.5%	11.1%		12.6%	8.4%
02 Asian American	1	0.8%	1.4%	Over	1.0%	0.7%
03 Hispanic or Latino	0	1.7%	0.0%	Under	2.1%	1.4%
04 Black or African American	0	0.6%	0.0%	Under	0.7%	0.5%
05 White, Non-Hispanic	63	86.2%	87.5%		103.5%	69.0%
06 Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	72	100.0%	100.0%			

TABLE 3

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

Emotional Disturbance	5.3% of Special Education Child Count					
	0.67% of School Enrollment					
	Total in Special Education <sup>3</sup>	Percent of School Enrollment <sup>1</sup>	Percent in Special Education	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
01 American Indian/Alaskan Native	129	10.5%	12.4%		12.6%	8.4%
02 Asian American	5	0.8%	0.5%	Under	1.0%	0.7%
03 Hispanic or Latino	20	1.7%	1.9%		2.1%	1.4%
04 Black or African American	12	0.6%	1.2%	Over	0.7%	0.5%
05 White, Non-Hispanic	871	86.2%	84.0%		103.5%	69.0%
06 Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	1037	100.0%	100.0%			

Orthopedic Impairments	0.46% of Special Education Child Count					
	0.06% of School Enrollment					
	Total in Special Education <sup>3</sup>	Percent of School Enrollment <sup>1</sup>	Percent in Special Education	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
01 American Indian/Alaskan Native	8	10.5%	9.1%		12.6%	8.4%
02 Asian American	0	0.8%	0.0%	Under	1.0%	0.7%
03 Hispanic or Latino	3	1.7%	3.4%	Over	2.1%	1.4%
04 Black or African American	2	0.6%	2.3%	Over	0.7%	0.5%
05 White, Non-Hispanic	75	86.2%	85.2%		103.5%	69.0%
06 Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	88	100.0%	100.0%			

TABLE 3

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

Other Health Impairment	6.0% of Special Education Child Count					
	0.75% of School Enrollment					
	Total in Special Education <sup>3</sup>	Percent of School Enrollment <sup>1</sup>	Percent in Special Education	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
01 American Indian/Alaskan Native	79	10.5%	6.8%	Under	12.6%	8.4%
02 Asian American	6	0.8%	0.5%	Under	1.0%	0.7%
03 Hispanic or Latino	15	1.7%	1.3%	Under	2.1%	1.4%
04 Black or African American	15	0.6%	1.3%	Over	0.7%	0.5%
05 White, Non-Hispanic	1054	86.2%	90.2%		103.5%	69.0%
06 Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	1169	100.0%	100.0%			

Learning Disabilities	50.6% of Special Education Child Count					
	6.3% of School Enrollment					
	Total in Special Education <sup>3</sup>	Percent of School Enrollment <sup>1</sup>	Percent in Special Education	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
01 American Indian/Alaskan Native	1816	10.5%	18.6%	Over	12.6%	8.4%
02 Asian American	46	0.8%	0.5%	Under	1.0%	0.7%
03 Hispanic or Latino	190	1.7%	1.9%		2.1%	1.4%
04 Black or African American	86	0.6%	0.9%	Over	0.7%	0.5%
05 White, Non-Hispanic	7649	86.2%	78.2%		103.5%	69.0%
06 Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	9787	100.0%	100.0%			

TABLE 3

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

Deaf-Blindness	0.10% of Special Education Child Count					
	0.01% of School Enrollment					
	Total in Special Education <sup>3</sup>	Percent of School Enrollment <sup>1</sup>	Percent in Special Education	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
01 American Indian/Alaskan Native	2	10.5%	10.0%		12.6%	8.4%
02 Asian American	0	0.8%	0.0%	Under	1.0%	0.7%
03 Hispanic or Latino	0	1.7%	0.0%	Under	2.1%	1.4%
04 Black or African American	0	0.6%	0.0%	Under	0.7%	0.5%
05 White, Non-Hispanic	18	86.2%	90.0%		103.5%	69.0%
06 Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	20	100.0%	100.0%			

Multiple Disabilities	3.09% of Special Education Child Count					
	0.39% of School Enrollment					
	Total in Special Education <sup>3</sup>	Percent of School Enrollment <sup>1</sup>	Percent in Special Education	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
01 American Indian/Alaskan Native	79	10.5%	13.2%	Over	12.6%	8.4%
02 Asian American	2	0.8%	0.3%	Under	1.0%	0.7%
03 Hispanic or Latino	9	1.7%	1.5%		2.1%	1.4%
04 Black or African American	8	0.6%	1.3%	Over	0.7%	0.5%
05 White, Non-Hispanic	499	86.2%	83.6%		103.5%	69.0%
06 Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	597	100.0%	100.0%			

TABLE 3

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

Autism	0.97% of Special Education Child Count					
	0.12% of School Enrollment					
	Total in Special Education <sup>3</sup>	Percent of School Enrollment <sup>1</sup>	Percent in Special Education	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
01 American Indian/Alaskan Native	11	10.5%	5.9%	Under	12.6%	8.4%
02 Asian American	3	0.8%	1.6%	Over	1.0%	0.7%
03 Hispanic or Latino	4	1.7%	2.1%	Over	2.1%	1.4%
04 Black or African American	2	0.6%	1.1%	Over	0.7%	0.5%
05 White, Non-Hispanic	168	86.2%	89.4%		103.5%	69.0%
06 Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	188	100.0%	100.0%			

Traumatic Brain Injury	0.32% of Special Education Child Count					
	0.04% of School Enrollment					
	Total in Special Education <sup>3</sup>	Percent of School Enrollment <sup>1</sup>	Percent in Special Education	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
01 American Indian/Alaskan Native	8	10.5%	12.9%	Over	12.6%	8.4%
02 Asian American	1	0.8%	1.6%	Over	1.0%	0.7%
03 Hispanic or Latino	0	1.7%	0.0%	Under	2.1%	1.4%
04 Black or African American	0	0.6%	0.0%	Under	0.7%	0.5%
05 White, Non-Hispanic	53	86.2%	85.5%		103.5%	69.0%
06 Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	62	100.0%	100.0%			

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

<sup>1</sup> Public School Enrollment, taken October 1, is a count of total school population and includes students with disabilities.

<sup>2</sup> The National Center for Education Statistics CCD reporting requires the use of the Race/Ethnic category of Native Hawaiian or Pacific Islander; however, Pacific Islander is **included** in the Race/Ethnic category of Asian American for the Special Education Child Count.

<sup>3</sup> Data includes a calculated percentage distribution of students with disabilities, ages 3-5, by disability category, rather than an actual count.



**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

**Disproportionality Review by Race/Ethnicity and Educational Placement**

Based on the 2000-2001 Special Education Child Count, Ages 3-5

Based on the 2000-2001 School Enrollment, Grades PK-K

Early Childhood Setting Race/Ethnic Category	70.7% of Montana Special Education Child Count, Ages 3-5					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
					High Rate	Low Rate
American Indian/Alaskan Native	149	11.4%	12.9%		13.6%	9.1%
Asian American	7	0.9%	0.6%	Under	1.0%	0.7%
Hispanic or Latino	11	1.9%	1.0%	Under	2.3%	1.5%
Black or African American	12	0.8%	1.0%	Over	1.0%	0.6%
White, Non-Hispanic	977	84.9%	84.5%		101.9%	67.9%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.2%	0.0%	Under	0.2%	0.1%
<b>Totals</b>	1156	100.0%	100.0%			

Early Childhood Special Education Setting Race/Ethnic Category	15.3% of Montana Special Education Child Count, Ages 3-5					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
					High Rate	Low Rate
American Indian/Alaskan Native	36	11.4%	14.4%	Over	13.6%	9.1%
Asian American	4	0.9%	1.6%	Over	1.0%	0.7%
Hispanic or Latino	8	1.9%	3.2%	Over	2.3%	1.5%
Black or African American	1	0.8%	0.4%	Under	1.0%	0.6%
White, Non-Hispanic	201	84.9%	80.4%		101.9%	67.9%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.2%	0.0%	Under	0.2%	0.1%
<b>Totals</b>	250	100.0%	100.0%			

TABLE 3

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

Home Race/Ethnic Category	3.8% of Montana Special Education Child Count, Ages 3-5					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
					High Rate	Low Rate
American Indian/Alaskan Native	9	11.4%	14.3%	Over	13.6%	9.1%
Asian American	1	0.9%	1.6%	Over	1.0%	0.7%
Hispanic or Latino	1	1.9%	1.6%		2.3%	1.5%
Black or African American	0	0.8%	0.0%	Under	1.0%	0.6%
White, Non-Hispanic	52	84.9%	82.5%		101.9%	67.9%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.2%	0.0%	Under	0.2%	0.1%
<b>Totals</b>	63	100.0%	100.0%			

Part-time Early Childhood, Part-time Early Childhood Special Education Setting Race/Ethnic Category	5.8% of Montana Special Education Child Count, Ages 3-5					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
					High Rate	Low Rate
American Indian/Alaskan Native	21	11.4%	22.1%	Over	13.6%	9.1%
Asian American	0	0.9%	0.0%	Under	1.0%	0.7%
Hispanic or Latino	0	1.9%	0.0%	Under	2.3%	1.5%
Black or African American	1	0.8%	1.1%	Over	1.0%	0.6%
White, Non-Hispanic	73	84.9%	76.8%		101.9%	67.9%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.2%	0.0%	Under	0.2%	0.1%
<b>Totals</b>	95	100.0%	100.0%			

TABLE 3

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

Residential Facility Race/Ethnic Category	0.37% of Montana Special Education Child Count, Ages 3-5					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
					High Rate	Low Rate
American Indian/Alaskan Native	0	11.4%	0.0%	Under	13.6%	9.1%
Asian American	0	0.9%	0.0%	Under	1.0%	0.7%
Hispanic or Latino	0	1.9%	0.0%	Under	2.3%	1.5%
Black or African American	0	0.8%	0.0%	Under	1.0%	0.6%
White, Non-Hispanic	6	84.9%	100.0%		101.9%	67.9%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.2%	0.0%	Under	0.2%	0.1%
<b>Totals</b>	6	100.0%	100.0%			

Separate School Race/Ethnic Category	0.00% of Montana Special Education Child Count, Ages 3-5					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
					High Rate	Low Rate
American Indian/Alaskan Native	0	11.4%	0.0%	Under	13.6%	9.1%
Asian American	0	0.9%	0.0%	Under	1.0%	0.7%
Hispanic or Latino	0	1.9%	0.0%	Under	2.3%	1.5%
Black or African American	0	0.8%	0.0%	Under	1.0%	0.6%
White, Non-Hispanic	0	84.9%	0.0%	Under	101.9%	67.9%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.2%	0.0%	Under	0.2%	0.1%
<b>Totals</b>	0	100.0%	0.0%			

TABLE 3

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

Itinerant Service Outside the Home	1.4% of Montana Special Education Child Count, Ages 3-5					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
American Indian/Alaskan Native	5	11.4%	21.7%	Over	13.6%	9.1%
Asian American	0	0.9%	0.0%	Under	1.0%	0.7%
Hispanic or Latino	0	1.9%	0.0%	Under	2.3%	1.5%
Black or African American	0	0.8%	0.0%	Under	1.0%	0.6%
White, Non-Hispanic	18	84.9%	78.3%		101.9%	67.9%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.2%	0.0%	Under	0.2%	0.1%
<b>Totals</b>	23	100.0%	100.0%			

Reverse Mainstream Setting	2.6% of Montana Special Education Child Count, Ages 3-5					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
American Indian/Alaskan Native	0	11.4%	0.0%	Under	13.6%	9.1%
Asian American	0	0.9%	0.0%	Under	1.0%	0.7%
Hispanic or Latino	1	1.9%	2.3%	Over	2.3%	1.5%
Black or African American	0	0.8%	0.0%	Under	1.0%	0.6%
White, Non-Hispanic	42	84.9%	97.7%		101.9%	67.9%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.2%	0.0%	Under	0.2%	0.1%
<b>Totals</b>	43	100.0%	100.0%			

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

<sup>1</sup> Public School Enrollment, taken October 1, is a count of total school population and includes students with disabilities. To be comparable to ages 3-5, the enrollment includes **only** grades Pre-Kindergarten, Pre-First, and Kindergarten.

<sup>2</sup> The National Center for Education Statistics CCD reporting requires the use of the Race/Ethnic category of Native Hawaiian or Pacific Islander; however, Pacific Islander is **included** in the Race/Ethnic category of Asian American for the Special Education Child Count.

<sup>3</sup> Data includes a calculated percentage distribution of students with disabilities, ages 3-5, by disability category, rather than an actual count.

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

**Disproportionality Review by Race/Ethnicity and Educational Placement  
Based on the 2000-2001 Special Education Child Count, Ages 6-22  
Based on the 2000-2001 School Enrollment, Grades K-12**

Outside Regular Class < 21% of the Time	55.1% of Montana Special Education Child Count, Ages 6-22					
	47.3% of Special Education Child Count (Natl percent) <sup>3</sup>					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
American Indian/Alaskan Native	1387	10.5%	14.2%	Over	12.5%	8.4%
Asian American	63	0.8%	0.6%	Under	1.0%	0.7%
Hispanic or Latino	127	1.7%	1.3%	Under	2.0%	1.4%
Black or African American	66	0.5%	0.7%	Over	0.7%	0.4%
White, Non-Hispanic	8116	86.3%	83.2%		103.6%	69.1%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	9759	100.0%	100.0%			

Outside Regular Class 21-60% of the Time	32.3% of Montana Special Education Child Count, Ages 6-22					
	28.3% of Special Education Child Count (Natl percent) <sup>3</sup>					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
American Indian/Alaskan Native	999	10.5%	17.5%	Over	12.5%	8.4%
Asian American	35	0.8%	0.6%	Under	1.0%	0.7%
Hispanic or Latino	127	1.7%	2.2%	Over	2.0%	1.4%
Black or African American	66	0.5%	1.2%	Over	0.7%	0.4%
White, Non-Hispanic	4482	86.3%	78.5%		103.6%	69.1%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	5709	100.0%	100.0%			

TABLE 3

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

Outside Regular Class >60% of the Time	10.5% of Montana Special Education Child Count, Ages 6-22					
	20.2% of Special Education Child Count (Natl percent) <sup>3</sup>					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
American Indian/Alaskan Native	282	10.5%	15.1%	Over	12.5%	8.4%
Asian American	10	0.8%	0.5%	Under	1.0%	0.7%
Hispanic or Latino	53	1.7%	2.8%	Over	2.0%	1.4%
Black or African American	23	0.5%	1.2%	Over	0.7%	0.4%
White, Non-Hispanic	1497	86.3%	80.3%		103.6%	69.1%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	1865	100.0%	100.0%			

Public Separate Facility	0.55% of Montana Special Education Child Count, Ages 6-22					
	1.88% of Special Education Child Count (Natl percent) <sup>3</sup>					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
American Indian/Alaskan Native	14	10.5%	14.3%	Over	12.5%	8.4%
Asian American	0	0.8%	0.0%	Under	1.0%	0.7%
Hispanic or Latino	3	1.7%	3.1%	Over	2.0%	1.4%
Black or African American	1	0.5%	1.0%	Over	0.7%	0.4%
White, Non-Hispanic	80	86.3%	81.6%		103.6%	69.1%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	98	100.0%	100.0%			

TABLE 3

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

Private Separate Facility	0.26% of Montana Special Education Child Count, Ages 6-22					
	1.02% of Special Education Child Count (Natl percent) <sup>3</sup>					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
American Indian/Alaskan Native	3	10.5%	6.5%	Under	12.5%	8.4%
Asian American	0	0.8%	0.0%	Under	1.0%	0.7%
Hispanic or Latino	1	1.7%	2.2%	Over	2.0%	1.4%
Black or African American	0	0.5%	0.0%	Under	0.7%	0.4%
White, Non-Hispanic	42	86.3%	91.3%		103.6%	69.1%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	46	100.0%	100.0%			

Public Residential Facility	0.43% of Montana Special Education Child Count, Ages 6-22					
	0.39% of Special Education Child Count (Natl percent) <sup>3</sup>					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
American Indian/Alaskan Native	10	10.5%	13.2%	Over	12.5%	8.4%
Asian American	0	0.8%	0.0%	Under	1.0%	0.7%
Hispanic or Latino	0	1.7%	0.0%	Under	2.0%	1.4%
Black or African American	1	0.5%	1.3%	Over	0.7%	0.4%
White, Non-Hispanic	65	86.3%	85.5%		103.6%	69.1%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	76	100.0%	100.0%			



TABLE 3

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

Private Residential Facility	0.32% of Montana Special Education Child Count, Ages 6-22					
	0.30% of Special Education Child Count (Natl percent) <sup>3</sup>					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
American Indian/Alaskan Native	11	10.5%	19.6%	Over	12.5%	8.4%
Asian American	0	0.8%	0.0%	Under	1.0%	0.7%
Hispanic or Latino	0	1.7%	0.0%	Under	2.0%	1.4%
Black or African American	2	0.5%	3.6%	Over	0.7%	0.4%
White, Non-Hispanic	43	86.3%	76.8%		103.6%	69.1%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	56	100.0%	100.0%			

Homebound Hospital	0.18% of Montana Special Education Child Count, Ages 6-22					
	0.48% of Special Education Child Count (Natl percent) <sup>3</sup>					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
American Indian/Alaskan Native	7	10.5%	21.9%	Over	12.5%	8.4%
Asian American	0	0.8%	0.0%	Under	1.0%	0.7%
Hispanic or Latino	1	1.7%	3.1%	Over	2.0%	1.4%
Black or African American	0	0.5%	0.0%	Under	0.7%	0.4%
White, Non-Hispanic	24	86.3%	75.0%		103.6%	69.1%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	32	100.0%	100.0%			

TABLE 3

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

Correctional Facility	0.25% of Montana Special Education Child Count, Ages 6-22					
	Natl Percent not Included in Table AB2 <sup>3</sup>					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
American Indian/Alaskan Native	14	10.5%	31.1%	Over	12.5%	8.4%
Asian American	1	0.8%	2.2%	Over	1.0%	0.7%
Hispanic or Latino	2	1.7%	4.4%	Over	2.0%	1.4%
Black or African American	0	0.5%	0.0%	Under	0.7%	0.4%
White, Non-Hispanic	28	86.3%	62.2%	Under	103.6%	69.1%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	45	100.0%	100.0%			

Private School	0.05% of Montana Special Education Child Count, Ages 6-22					
	Natl Percent not Included in Table AB2 <sup>3</sup>					
	Total Special Education Child Count	Percent of School Enrollment <sup>1</sup>	Percent of Special Education Child Count	Percent in Special Education Compared to School Enrollment	High/Low Range in School Enrollment	
Race/Ethnic Category					High Rate	Low Rate
American Indian/Alaskan Native	0	10.5%	0.0%	Under	12.5%	8.4%
Asian American	0	0.8%	0.0%	Under	1.0%	0.7%
Hispanic or Latino	0	1.7%	0.0%	Under	2.0%	1.4%
Black or African American	0	0.5%	0.0%	Under	0.7%	0.4%
White, Non-Hispanic	8	86.3%	100.0%		103.6%	69.1%
Native Hawaiian or Pacific Islander <sup>2</sup>	0	0.1%	0.0%	Under	0.1%	0.1%
<b>Totals</b>	8	100.0%	100.0%			

**Biennial Performance Report  
Disproportionality**

Note: If Disproportionality is addressed on Table 1, Table 3 does not have to be completed. Indicate in the Performance Data row below which Goals and Indicators on Table 1 address Disproportionality.

<sup>1</sup> Public School Enrollment, taken October 1, is a count of total school population and includes students with disabilities. To be comparable to ages 6-22, enrollment does not include Pre-Kindergarten or Pre-First enrollment counts.

<sup>2</sup> The National Center for Education Statistics CCD reporting requires the use of the Race/Ethnic category of Native Hawaiian or Pacific Islander; however, Pacific Islander is **included** in the Race/Ethnic category of Asian American for the Special Education Child Count.

<sup>3</sup> According to the U.S. Dept of Education, Office of Special Education Programs, Data Analysis System (DANS). Data is for the 1999-2000 School Year.